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ABSTRACT

The final report summarizes objectives and activities of Project MITER (Montgomery Inservice Training and Educational Resources), a program to assist regular educators and administrators who would or might be involved in the education of mainstreamed exceptional children. Among project activities described are development of a workshop training session and establishment of a planning committee to determine inservice needs. Project evaluation findings are reviewed, and shortcomings as well as successes are pointed out. The bulk of the document is composed of 12 appendixes, including sample workshop agenda, evaluation forms for inservice training, and a summary of needs assessment data. (CL)

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PROJECT MITER: MONTGOMERY INSERVICE
TRAINING AND EDUCATIONAL RESOURCES

FINAL REPORT

by

Phyllis B. Doyle
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Barton B. Proger



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MONTGOMERY COUNTY INTERMEDIATE UNIT
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Dr. J. Gary Lutz gave freely of his time to ensure that the data processing activities moved ahead smoothly and quickly. Several Intermediate Unit staff members made notable sacrifices of time and effort to further goals of this effort: Dr. Dennis Harken, Dr. Lester Mann, Mr. Peter Boardman, Mrs. Nancy Anderson, Dr. Robert Leiss, Dr. Ronald Fischman, Mr. Spencer Davis, Dr. Libby Goodman, Mrs. Verna Jean Kerr, Mrs. Janet McBride, Mr. Russell Morley, Mrs. June Neely, Dr. Marianne Price, Mr. Michael Reilly, Mr. Josef Ridgway, Mr. Marshall H. Siegel, Mr. Thomas Simek, Mr. Ben Williams, Mr. Jerome Potter, and Mr. William Towne.

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Jaqueline Massari, Upper Moreland Township School District.

Finally, but certainly not least, the two Project secretaries endured many trials and tribulations in the midst of the continual rush: Ms. Janet Rambo and Ms. Eugenia Szebold.

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1. PROJECT PERSONNEL

A. Paid Personnel

<u>Employee</u>	<u>Position</u>	<u>Responsibilities</u>
Ms. Phyllis B. Doyle	Assistant Project Director	Personnel management, project administration, product development
Dr. Melvin Chafetz	Project Associate	Inservice design and evaluation, product development
Ms. Janet Rambo Ms. Eugenia Szebold	Secretary	Purchasing, bookkeeping, general office maintenance

B. Non-Paid Personnel

<u>Employee</u>	<u>Position</u>	<u>Responsibilities</u>
Dr. Lester Mann	Project Director	Director of personnel, fiscal management, project administration
Dr. Barton B. Proger	Project Consultant	Consultative assistance in all aspects of program development
Mr. T. Peter Boardman	Project Consultant	Consultative assistance in all aspects of program development

C. Contracted Personnel

Ms. Patricia Bourexis	Inservice workshop, project evaluation design
Mr. Andrew Leiby	Inservice workshop, project evaluation design
Ms. Judy Leipsig	Research and development of Handbook
Mr. Ron Nutter	NSEATS trainer
Dr. Thelma Graeb	NSEATS trainer
Dr. J. Gary Lutz	Data analysis of needs assessment
Mr. Pat Hennigan	Inservice workshop, project evaluation design

2. ORIGINAL PROJECT OBJECTIVES

Project MITER (Montgomery Inservice Training and Educational Resources) was originally funded as "Inservice Training for Exceptionalities for Regular Administrators," grant number G007602515. The project responded to the needs of Montgomery County general education personnel who would in the future be involved with mainstreamed special education students. The following activities were delineated as major objectives for the project:

1. Provision of specific information dealing with mandatory legislation, current administrative rules and regulations, mainstreaming, community resources, and services available to exceptional children and adults.
2. Presentation of material explaining the various functions of the Intermediate Unit in general, and the roles of the I.U. special education staff in particular.
3. Development of strategies for the integration of handicapped children into regular district classrooms.
4. Use of assessment measures to evaluate needs in this area for both regular and special education personnel.
5. Development of communication between the school districts and Intermediate Unit in order to clarify roles, disseminate information, and to effect change.
6. Planning for future training to result in better service delivery systems for handicapped students within the regular school setting
7. Continued analysis of district priorities and needs by consultants, project staff, and Intermediate Unit staff
8. Development of district teams to utilize Intermediate Unit personnel as resources for assistance in mainstreaming handicapped children
9. Design of training packages for district personnel tailored to specific situations existing within the district

3. PARTICIPANTS/CLIENTELE

Project MITER provided several types of service to groups of regular educators and administrators, as well as Intermediate Unit (IU) personnel. The focus of its efforts was on providing information and resources to those educators who would or might be involved in one or more aspects of the education of mainstreamed exceptional children. Since many new state and federal laws are beginning to indicate a need for the least restrictive environments for special education students, the concept of mainstreaming has much relevance for regular education personnel. The project was designed, therefore, to serve all county regular education administrators in the provision of information and resources to help in this new phase of responsibility.

The project was divided, for administrative purposes, into four activity phases, each with a different but interrelated clientele and purpose.

During the first quarter, a four-day workshop was sponsored for the benefit of all potential user groups including: general and special education administrators and teachers from school districts; I.U. administrators and teachers; and staff members from relevant state aid federal projects. The content of the workshop focused on issues of mainstreaming and available relevant sources.

An invitational letter, explaining the purposes and importance of Project MITER and providing information about the workshop was sent to all school districts in Montgomery County (Appendix A). In the letter each district was asked to send two administrators and one teacher to participate for all four days of the workshop. Although expectations for attendance were high, only twelve districts did send representatives, for a total of 36 district staff participants.

The Intermediate Unit staff had also been made aware of this event, and a general invitation was extended to both Intermediate Unit program and current federally funded project personnel (Appendix B). Forty individuals connected with the Intermediate Unit were involved in the workshops, some in the dual capacity of presenters and participants.

During the second quarter, the project goal was the establishment and utilization of a planning committee, composed of representatives from school districts, the Intermediate Unit, and local federal and state-funded projects. The committee members (Appendix C-2), serving all the educational interests of the county, were charged with planning inservice programs which would continue efforts made in the workshop to make educators aware of the need for mainstreaming handicapped children, the needs of these special students, and the resources available for best effecting these types of educational programs. The target population for the activities of the committee was to be the teachers and administrators in participating district schools.

The third and fourth units of service focused on the delivery of district and Intermediate Unit inservice programs and the assessment of area special education needs for the near future. Also during this period, outreach efforts were being effected through the development of the Handbook of Intermediate Unit Services, and an audio-visual presentation explaining the Intermediate Unit special education function. By these projects a wide range of community individuals were expected to benefit from the project's work, with interested parent groups being served as well.

Through this series of product and activity development it was hoped that Project MITER would be able to serve, in some capacity, concerned educational individuals involved in special education in Montgomery County.

4. PROJECT PROCEDURES, SERVICES & ACTIVITIES

The first major segment of project activity was concentrated in the planning, development, and production of a four-day workshop which was held in July of 1976.

The workshop was designed to address all major project objectives (Section 2), and provide a basis from which other district outreach efforts could be continued. Working in conjunction with I.U. supervisors, school district personnel, and special consultants, the project staff created a design which was to be fast paced and informative. An agenda for the workshop events is presented in Appendix C.

The I.U. staff and consultants provided technical assistance to project staff in the following areas of the workshop design:

1. Design of cluster sessions
2. Preparation of materials
3. Utilization of audiovisual aids
4. Evaluation of cluster sessions
5. Solicitation of formal and informal feedback from participants

The final agenda design centered around four major units of activities. In the first, a packaged simulation program from the University of Michigan was employed to develop participant awareness of problems surrounding mainstreaming of exceptional children. This program, the New Special Education Administrative Training Simulator (NSEATS) was presented by two consultants familiar with its use who had adapted the content to meet the projected needs of the workshop participants. This type of presentation gave individuals in the workshop the opportunity to participate in simulated activities which were representative of actual situations which are encountered by administrators in planning regular education experiences for exceptional children. The second phase of activities consisted of a series of informational presentations given by I.U. program staff and administrators.

These segments provided background information on each exceptionality and included information on the identification of the exceptionality, relevant resources and programs available through the I.U., as well as information pertaining to programing for handicapped children in the least restrictive educational environment. The Intermediate Unit supervisors met in teams in some cases to determine the content and sequence of presentations for each cluster session. Planning the sessions, developing the content for presentations, and attendance at the workshop required a large and unexpected time commitment from Intermediate Unit supervisors which hampered utilization of these personnel resources later in the program year.

Following these presentations, efforts were made to create a planning committee which would meet with project staff throughout the year (Project Objective 8). The purpose for this committee was identified as determining common needs for inservice, identifying resources for inservice program development, and the development of methods for meeting inservice needs. At the concluding session of the workshop, district teams were asked to identify their needs for inservice training (Appendix D). The notes from these discussions then served as the focus of discussion for the first special education inservice committee meeting held later in the project year.

Additionally, during the project year, to more fully assess the inservice needs of the community, the project staff asked that all inservice requests from the districts to the I.U. be made through the project. Supervisors of I.U. programs were asked to keep a record of all inservice programs they were giving (Appendix E). Through this effort to monitor the number and type of inservice requests, the project attempted to begin planning for the most efficient allocation of inservice resources and to provide ongoing technical assistance for the I.U. sponsored programs.

Basically, inservice requests from districts fell into the following categories:

- (a) information about a given exceptionality for Intermediate Unit service
- (b) current state or federal guidelines
- (c) mainstreaming

When an inservice request was received, the project would ask an Intermediate Unit staff member to participate in the inservice. As most requests were for information about the Intermediate Unit on an exceptionality, most often it seemed more appropriate for an Intermediate Unit supervisor to present the inservice. If possible, the project would provide assistance in one or more of the following areas: (1) planning; (2) inservice delivery; (3) follow-up; (4) preparation of handouts; (5) preparation of overheads; (6) securing materials; and (7) evaluation.

In some instances, the project worked with individual school districts to design inservice programs. A simple description of the model used is as follows:

1. Needs Assessment, involving teachers and the program administrators.
2. A subsequent planning meeting with teachers and administrators to: review data from needs assessment, develop training goals based on this data, and determine mode of training.

When possible, teachers were involved directly in the delivery of the inservice.

3. All inservices were evaluated (see Appendix F for Evaluation Form).
4. Evaluation results were sent both to participants and administrators.
5. Follow-up meeting was held with administrators to receive feedback and plan for future inservices.

In one case, the project staff participated in the delivery of the inservice, but in more cases project staff served districts in the identification of other resources which were appropriate for the actual inservice delivery.

Appendix G contains a summary report of the work done with one district which resulted in actual need assessment, inservice presentation, and administrative follow-up.

Inservice assistance was also provided to internal Intermediate Unit programs. At the request of Intermediate Unit supervisors, MITER gave inservice presentations relevant to the particular problems of the group. Two presentations in this regard were given and summary reports of these inservice and assistance efforts are provided in Appendix H. As can be seen from these reports, project staff initiated discussions, provided inservice guidelines, and conducted evaluation procedures.

During the latter phases of MITER operations, the project staff worked with the district representatives of the joint inservice committee which had been formed at the summer workshop. At the first committee meeting those concerns which had been voiced during the workshop were discussed in detail and a planning orientation was developed. A position paper discussing the goals of the committee was also developed, to delineate the charge of the group (Appendix I). It was determined at this point in time that a comprehensive assessment of district teachers' inservice needs was a vital point of interest. Additionally, the committee indicated a need for a written directory of programs and resources provided by the Intermediate Unit which could be generally distributed to area school administrators.

Based on these recommendations, efforts were initiated to develop a concise desk reference for administration on special education topics and resources, and instrumentation to assess regular education teachers' opinions

and needs regarding special education. The development of the handbook was undertaken first.

Since this reference book was designed to provide an overview of Intermediate Unit special education programs, and special education-related services, each program supervisor was contacted to determine the appropriate content for the handbook section on his/her program. Meetings were then held with district committee members to review the completeness of content from their point of view. Once this input was compiled from both sectors, a draft of the book was begun. Consultants were extensively utilized during this phase of project product development to research various aspects of the draft material, and to plan and design the handbook format. The draft version was given to all members of the planning committee for their recommendations and project staff members met individually with each committee member to receive their suggestions.

The finalized version of the desk reference handbook was developed in two major parts; Intermediate Unit special education programs, and general services and concerns. In the first section each special education program in the Intermediate Unit was identified, the students it serves described, and basics of the program curriculum given. In the second section, other Intermediate Unit services, as well as general topics of concern such as confidentiality of records and due process were addressed. A detailed description of the finalized product, as well as an evaluation of its usefulness is given in Sections 7 and 8 of this report.

Preliminary work was also begun on the needs assessment instrumentation. The actual survey format which was utilized was adapted from a questionnaire developed by the National Learning Resources Center of Pennsylvania for use with educators in determining training needs for implementation of P.L. 94-142. The joint inservice committee reviewed this assessment device and

adapted it for this particular purpose. A copy of this questionnaire is given in Appendix J. This finalized version was distributed to all regular education teachers in the committee's participating district schools. Details on the results from the returned questionnaires are presented in Section 6.

5. PROJECT EVALUATION METHODS

Both formative and summative evaluation efforts were conducted throughout the project year.

Formative evaluation was considered to be of highest priority, and to effect constructive mid-project changes, several avenues for this feedback were utilized. The development and periodic meetings with the inservice planning committee allowed consumer opinions and orientation to have an impact on program activities. Through their evaluation of the needs of the community as well as the program, the recommendations for the development of the audiovisual presentation and principal's desk reference handbook were initiated. This committee also had indicated a number of concerns which led to the creation of the needs assessment instrument to gauge future requirements for inservice programs.

Formative evaluation was also solicited frequently in regard to the development of project products. Relevant sections of both the audiovisual presentation and desk reference were given to program supervisors for any comments, additions, or corrections before a draft version was finalized.

Finally, formative evaluative techniques were used with the project consultants to determine any areas of weakness in project operations of which they were aware. Through this feedback from project consumers, involved Intermediate Unit personnel, and project consultants, the operations of the project were felt to be continually monitored.

Summative evaluation was also conducted at several stages of the project year. In the first phase of operation, during the summer workshop, short questionnaires on each part of the workshop presentation were given to each participant (Appendix K). Reactions were solicited as to their opinions of the usefulness of information presented and general comments were also

requested. The written reaction/responses to the NSEATS program were to be used to gain information on what types of materials would best be presented in the later cluster sessions. In addition to this affective evaluative feedback, there were efforts made to collect objective data which would reflect the informational growth of the inservice program participants. A pretest/posttest structure was used with a questionnaire which concerned topics relative to knowledge of special education areas, and material covered in the inservice program (Appendix L).

Data analyses from all evaluations were concerned with three types of evaluation results; affective, baseline, and cognitive. The findings of these analyses will be discussed in Section 6, Evaluation Findings, and are also presented in detail in Appendix M.

A type of summative evaluation was also conducted through the needs assessment questionnaires which had been distributed to the regular education teachers in the 9 districts participating in the inservice planning committee.

6. EVALUATION FINDINGS

From the basis of evaluation, described in Evaluation Methods, Section 5, several evaluative results were determined.

The formative evaluative results were cycled into the program goals in an ongoing fashion. These suggestions and changes were considered to be basic to project success, but no written output was considered necessary as far as this aspect of evaluation was concerned. Evidence of the effectiveness of this type of evaluation feedback can be seen in the development of the recommended project work products; the needs assessment, desk reference, and audiovisual presentation.

Summative evaluation findings can be grouped into those associated with the Summer Workshop, the Needs Assessment effort, and the outside evaluation report.

As noted in the previous report section, Evaluation Methods, the evaluation of the workshop was concerned with measuring: the affective evaluations of program participants to the inservice presentations; the baseline of information about special education held by participants, and the amount of information learned by participants through the inservice efforts.

A complete report of the analyses completed on these data in all three areas is provided in Appendix M. The highlights of the results include the fact that although ratings on the program presentations were primarily positive, the NSEATS presentation was not rated highly by anyone but superintendents.

Generally, reactions were quite enthusiastic to all phases of the workshop, and many individuals commented on the importance of the topics presented. The baseline information on basic special education held by most program participants reflected some lack of knowledge in identifying exceptionalities,

and in the special education program referral process. Through the post-test questionnaire it was found that all participants had gained information through the presentations relating to all phases of special education and the Intermediate Unit services provided in his area. Again, the complete report on this aspect is contained in Appendix M.

For outside summative evaluation a consulting educational evaluator was utilized. The report stemming from this summative evaluation effort is included in Appendix N.

In regard to the needs assessment data, data analyses were performed on information gathered from over 1200 returned questionnaires. Results were broken down by several factors, including: responding district, pre-defined response dimensions, and job category of respondent. Final tables of results were compiled, and distributed to key district individuals. Summary tables (all districts) are included in Appendix O, along with the cover letter sent to districts. Individual district responses have been withheld from this report to protect confidentiality.

7. SHORTCOMINGS AND SUCCESSES

Successes

The efforts made by Project MITER were commendable in trying to establish lines of communication between special and regular education personnel in Montgomery County. Through the initial workshop, an atmosphere of interest and cooperation was established which was integral to the further operations of the project. The four-day interaction also created opportunities for associations between the districts and the Intermediate Unit in furthering a joint effort in the area of special education. The associations and opportunities for awareness were then further fostered by the creation of the In-Service Committee, which coordinated efforts of Project MITER and the participating districts by providing a method for long-term on-going dialogue between these groups. The district committee personnel acted as a multiplier effect in disseminating information to their various schools, and in the other direction, funneled information about district inservice needs, relevant to special education, back to the Intermediate Unit.

Another commendable effort of Project MITER was the creation of the needs assessment instrument to gain information on the areas of concern to educators in the regular education field. The data, collected from over 1200 participants, provided an insight into perceived district needs. The actual use of this questionnaire regarding the subject of regular education involvement in special education also helped to create an awareness of these issues for the large number of survey participants.

As part of the outreach efforts which were initiated by the inservice committee district members, the audio-visual presentation of the special education function of the Intermediate Unit was to fill a need in the community for information on the function of the IU classes. Although

problems ensued in the creation of this work product, as discussed below, its development was an important part of addressing the project objectives.

The second phase of outreach efforts, the Handbook of Intermediate Unit Services, was also initiated to address several major project objectives, and to facilitate awareness of IU services in the district administrative offices.

Shortcomings

Despite the many commendable efforts which were initiated by Project MITER, there were some limitations on the effectiveness of project efforts caused by organizational and implementational difficulties. In retrospect the energies which were required to develop, organize, and implement the four-day workshop in the first six weeks of the project drained the resources of both project staff and Intermediate Unit personnel. While the workshop itself was an extremely successful event, its value was to have been increased by intensive follow-up and interaction with district personnel. Although an inservice committee was established and utilized during the project year, interaction was not sufficient to maintain the initially successful momentum which was created in the workshop. This deficit of project field follow-up efforts allowed much of project work to go unnoticed.

Some attempts were made to provide inservice counseling and presentations to county school districts and IU programs (as given in Section 4); however, only three major inservice presentations were provided.

The outreach efforts in the form of the audio-visual presentation and the Handbook for administrators were initiated to fulfill the outreach needs of project activity. However, these work products, due to a variety of technical difficulties, were not as successful as had been anticipated. In the case of the audio-visual presentation, despite precautions, the consultant utilized did not create a technically acceptable product in the

opinions of key Intermediate Unit staff, and dissatisfaction was also felt with the narrative content. Several efforts are continuing on the part of Intermediate Unit staff to modify the presentation into a quality work product which can be distributed.

The Handbook was developed through the use of consultants with the assistance of Intermediate Unit personnel. As previously explained it was designed to be a practical guide to the details of Intermediate Unit services. The ring binder developed and produced was primarily organized by exceptionality with information included on program content, eligibility criteria, contact personnel, due process, psychological referral process, and other program admission steps. The help of program supervisors was solicited to ensure accuracy of content; however, many necessary changes of content received were not included in the final version, as the supervisory personnel later reported after production of the Handbook had been completed. In addition to these errors of detail the enactment of P.L. 94-142 created a number of legal inaccuracies in content. Although the Handbook had been finalized, the inaccuracies, especially those caused by the new law, curtailed the extent of distribution and usefulness of information. After the project year terminated, it was decided to delay any further distribution until major revisions were made.

The utilization and feedback of data collected from the needs assessment survey was also minimal. Although detailed results were obtained and compiled, few decisions regarding future inservice or special education information needs were made, with the exception of planning for the Intermediate Unit's IEP (Individual Education Program) training of 1977-1978. The data were also delayed in their feedback to districts for internal use due to a personnel turnover after the termination of funding. Later, however, all results were fully disseminated.

8. PROJECT RESULTS AND IMPLICATIONS

Results of Project MITER can be divided into two categories; affective and concrete.

Affective results of the project mainly lie in the areas of increased awareness and the creation of new lines of communication. From the workshop sessions and the continued working of the joint inservice committee, associations of school personnel were established that could be utilized for furthering the goals of special education in the districts. The workshop sessions also provided information to individuals who had been previously unaware of details about the various exceptionalities and the resources available through the Intermediate Unit or other community agencies. These results, both in the areas of new lines of communication and increased informational awareness, had an immediate impact on facilitating the relationships between special and regular education.

Concrete project results include the project work products of the audio-visual presentation, and the Handbook of Intermediate Unit Services. Although both of these products have some developmental problems as detailed in Section 7, they represent needed efforts in the area of community outreach and awareness. With some modification they will be able to fill the gap in information about the functions of the Intermediate Unit in helping districts in special education areas, and in creating a more sophisticated public understanding of the various special education populations.

9. CONCRETE PROJECT OUTPUT

There were three concrete work products which were developed under Project MITER; the Handbook of Intermediate Unit Services, the audio-visual presentation on Intermediate Unit special education programs, and the instrumentation and data collected through the needs assessment survey.

The Handbook of Intermediate Unit Services was designed as a desk reference for Montgomery County district school administrators to provide answers to questions regarding special education placement and Intermediate Unit special education programs. It was designed as a convenient and attractively packaged loose-leaf binder, with specific information on many phases of special education programming and related matters. The content of the Handbook is presented in Appendix P.

The audio-visual presentation was prepared by a consultant media firm and was designed to provide community-wide awareness of the resources available to them in the area of special education. In its final format the slides and accompanying taped narrative will be made available to community groups and individuals who are interested in this type of information.

The data from the MITER needs assessment was collected, keypunched, and statistically analyzed. The resultant summary tables are presented in Appendix N. Further tables providing this information for each participating district were also generated, and after the project year, were disseminated to each district.

10. DISSEMINATION

Intense dissemination efforts were represented by the initial workshop, and the activities of the inservice committee. These direct efforts were limited to the audience of the participants of the workshop, and those who participated in the committee; however, through their activities many other individuals in the district schools were affected by the project activities.

Dissemination of project work products was delayed by the developmental difficulties previously described. It is hoped that modifications of both the Handbook to Intermediate Unit Services and the audio-visual presentation will permit their utilization by county educators in the near future.

The data collected and analyzed through the needs assessment effort were disseminated on a district-by-district basis along with summary tables, so that district personnel could compare their district inservice needs with the county as a whole.

APPENDIX A
INVITATIONAL LETTER TO SCHOOL DISTRICTS

MONTGOMERY COUNTY INTERMEDIATE UNIT

Special Education Center

22

1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

May 28, 1976

Dear

The Montgomery County Intermediate Unit is pleased to announce the funding of a one-year project, entitled Montgomery County In-service Training and Education Resources (Project MITER). The project will work with district and building level Administrators to acquaint these personnel with services available through the Intermediate Unit related to the referral, placement and reintegration of exceptional children.

Operating over a period of one year, the project will work with three-member teams from each of the participating school districts. Each team will consist of two administrative personnel from the district who are responsible for the referral and placement of exceptional children. These individuals may be superintendents, assistant superintendents, pupil personnel directors or psychologists, depending upon the district's wishes. The third member of the team should be a building principal who is responsible for special education classes at the building level.

District teams will join with Intermediate Unit Special Education staff to participate in a five-day workshop to be held this summer, from July 26 to July 30, 1976. The workshop experience will be divided into two parts. The first is a simulated training program called Special Education Administration Task Simulations which will provide participants with information on the practices and problems surrounding the identification, referral, placement and instruction of exceptional children. The second will be work sessions with I.U. supervisory staff responsible for individual programs; this will provide an opportunity for district teams to clarify questions and procedures related to I.U. resources and services. Each workshop participant will receive a Desk Reference covering the programs, resources available through the I.U., and procedures for securing assistance.

Following the summer workshop program it is hoped that district teams will be able to meet with Project MITER staff on a regularly scheduled basis through in-service meetings around individual district needs related to the problems and needs of exceptional children. Project MITER staff and resources will be further available for in-service programs to individual school districts.

By the end of the first year, we hope that district teams will expand into building teams, each incorporating a building principal, support personnel, and classroom teachers who will work together on referral, placement and service procedures. Project MITER staff will assist each district in the expansion of their district teams if the district desires.

If you decide to participate with us in the project, and the summer in-service workshop, the first task is to identify the building principal and two administrators from the district office who will serve on your team. It is essential that the principal attend the entire summer workshop with your team. Your team members will be expected to remain involved throughout the in-service session scheduled within your district during this next school year.

Through the fiscal resources of the project, an honorarium is available for each district team member attending the summer in-service workshop. The honorarium will be distributed according to your district policy. We must receive notification of your intention to participate in this effort no later than June 15, 1976. Your response should identify the members of your team by name, title, and location.

Please direct all correspondence to the Project Director:

Dr. Lester Mann,
Director Special Education
Montgomery County Intermediate Unit
Colony Office Building
6198 Butler Pike
Blue Bell, PA 19422

We look forward to working with you throughout this year. Through Project MITER we hope to improve the use of I.U. resources and services in each district in an effort to further serve the educational needs of children in Montgomery County.

Sincerely,

Dennis Harken
Executive Director

MITER WORKSHOP

DATE: July 26 - 30, 1976

PLACE: Special Education Center
1605-B West Main Street
Norristown, PA 19401

Name, title, and location of team members who will attend.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Return by June 15th to Dr. Lester Mann,
Director Special Education
Montgomery County Intermediate Unit
Colony Office Building
6198 Butler Pike
Blue Bell, PA 19422

APPENDIX B
INVITATIONAL LETTER TO I.U.

MONTGOMERY COUNTY INTERMEDIATE UNIT

Special Education Center

25

1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

TO: I.U. 12 Month Employees
FROM: Project MITER
RE: Project MITER IN-SERVICE WORKSHOP
July 26-29

Project MITER is sponsoring an in-service workshop for all school districts in Montgomery County. Presently, thirteen districts are sending representative teams. The workshop will be held at the I.U. Special Education Center.

The purpose of the workshop is to familiarize school personnel with the resources, programs, and personnel of the I.U. We would hope that any of you whose schedules permit would join in the workshop. Because of the nature of certain activities we ask that you plan to participate in the whole day's activities. If you wish to participate in NSEATS, please plan to attend both days' activities. In order to assist us in planning please fill out the attached form and return it by July 21.

We are expecting good representation from the field. Your involvement and cooperation has been critical to our planning and workshop preparation. We thank you and hope you will participate in the workshop.

MITER WORKSHOP

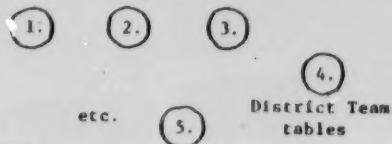
NAME _____

DATES YOU PLAN TO ATTEND _____

PLEASE RETURN BY JULY 21

LUNCH WILL BE PROVIDED

APPENDIX C
AGENDA FOR WORKSHOP

TIME	ACTIVITY	STAFF AND MATERIALS	COMMENTS
8:00	Monday	July 26, 1976 Day One	
8:30-9:00a.m.	- Workshop participants ('s) arrive, are greeted by I.U. personnel (MITER Staff: Dr. Harken & Dr. Mann) have coffee, are seated at an individual District Team table and introduced to an I.U. Staff member who will be available to the team throughout the W/S for information and clarification as to task and schedule.  etc. District Team tables  Audiovisual Station - for use by I.U. Staff during Orientation. - P's receive W/S packet and complete registration form at District Team table and return registration to their I.U. Staff person.	- District team tables - I.U. Staff to serve as information resources to teams throughout W/S. One staff member per three (3) district teams: Drs. Harken & Mann, MITER Staff. - Registration form and name tags. - P's packet, to include: - personnel roster of the Staff - W/S Agenda and schedule - names and addresses of P's available from advanced registration - list of convenient luncheon sites in the vicinity of the I.U. - one page description of Project MITER objectives & organization.	- I.U. Staff will have to be found who are willing to go through the entire W/S servicing as a resource to a cluster of 3 teams. These staff should participate in all W/S activities. - The description of Project MITER had best focus on objectives slated as "benefits to the field and to the I.U." It will create a tone. P's need to know how MITER relates to their District hierarchies and to the I.U. They need a simple schematic of how the project operates.
9:00-9:30	<u>Workshop Orientation</u> - Dr. Harken welcomes P's to W/S and gives a brief introductory statement on the importance of In-service Education as communication between the I.U. and Districts. Dr. Mann and Project MITER Staff follow. As a result of the orientation, P's should be aware of: - MITER's objectives and major activities - What the W/S is to accomplish - Schedule of W/S activities and time requirements - Contents of their packets	- Drs. Harken & Mann, MITER Staff, I.U. Staff working & District teams. - Slide presentation and handout on Project MITER. This set of visuals should include - Statement of Project MITER objectives. - Explanation of the District team concept, and <u>options</u> for participation available to each team. - Explanation of Project.	This is a <u>smooth</u>, highly visual presentation that focuses on what MITER can do for the Districts, and the <u>optional</u> ways in which a District can be involved with the District. The usage of services available through the Project; the opportunities for District teams to be helpful to the I.U. or to other schools within their District.

TIME	ACTIVITY	STAFF AND MATERIALS	COMMENTS
9:00-9:30 a.m.	Monday	July 26, 1976 Day One	
	Workshop Orientation (Cont'd.) - Their role within the W/S sequence. - The concept and import of District teams throughout the Project. - The options available to them at the close of the W/S. - The topic for each of the task forces MITER is currently sponsoring. The orientation then takes up any "Administrative" arrangements. Ron Nutter is then introduced and begins the NSEATS portion of the Workshop.	• Activities during Phase I and Phase II, and services available to each District. - Organization of Project MITER in relation to the I.U. and to the Districts. - Role expectations for Project MITER Staff background, and experience, and parts to be played within the Project.	• The <u>options</u> to a District team include: - Participation on a task force working on one of the topics outlined by MITER Staff. - Participation on a task force working on a topic suggested by P's to MITER. - Continuing District level in-service sessions with MITER sponsorship. - Serving as a model informational team within their home District. • The task force topics are probably not complete. At present, they include: - Recommendations for revision to referral and placement procedures. - Recommendations for re-integration procedures. Both will undoubtedly gather data as to the appropriateness of I.U. services and District use of services, District needs for assistance in programming for children in schools and further in-service at the District level to be provided by MITER.
9:30-4:00p.m.	NSEATS		

TIME	ACTIVITY	STAFF AND MATERIALS		COMMENTS
	Tuesday	July 27, 1976	Day Two	
8:30-9:00a.m.	Coffee			
9:00-3:45p.m.	NSEATS			NSEATS portion of the W/S concludes with Day Two, and the assumption is that Ron will provide evaluation instrumentation for this portion of the program. *
3:45-4:00	<u>District Team Meeting</u> - Project MITER Staff using overhead visuals, presents the detailed schedule for workshop days 3 and 4, describing cluster offerings to P's, and reiterating the knowledge and skill outcomes of the W/S. - P's receive a "catalogue" handout detailing the cluster offerings so that they may "ponder" their preferences for attendance on Day Three. They also receive a "take home" Day Three Diagnostic to complete that evening and bring with them to the opening District team meeting the next morning.	Another visual presentation by Project MITER Staff is in order here.		
	Wednesday	July 28, 1976	Day Three	
8:30-9:00a.m.	Coffee			
9:00-9:45	<u>District Team Meeting</u> MITER Staff discusses Day Three Diagnostic with P's by flashing questions and answers on overheads and making suggestions as to what cluster offerings would best answer questions in areas where participants have knowledge gaps.	- MITER Staff will have to prepare Day Three Diagnostic, which is a short (15 item) multiple choice instrument designed to assess P's. - knowledge of range of I.U. services - content of I.U. services - how to acquire I.U. services - I.U. referral placement and registration procedures		

TIME	ACTIVITY	STAFF AND MATERIALS	COMMENTS
	Wednesday	July 28, 1976 Day Three	
9:00-9:45a.m.	• Working as a team with their I.U. Staff person as a resource. P's discuss their individual informational needs, and decide which cluster offerings to attend. Since more than one offering occurs at a scheduled time, the team should partition its resources to cover all offerings. • MITER Staff introduces the Referral, Placement and Reintegration Case Study Session. • P's return Day Three Diagnostic to I.U. Staff	• MITER Staff, etc. (Cont'd.) - areas of exceptionality and characteristic behaviors. In short, any area that the cluster offerings might address. MITER Staff should gather this information from I.U. Staff who will prepare and present this information at the W/S.	
9:45-10:00	BREAK		
10:00-12:00	<u>R.P.R. Case Study Session</u> • I.U. personnel present a case study simulation which demonstrates the complete referral, placement and reintegration procedures used by the I.U. The sequence is a case study complete with materials and sample forms. It also includes a simulated placement conference and reintegration conference. Discussion time follows until lunch. P's complete a 10-item instrument assessing informational knowledge on referral, placement, reintegration procedures. *	• A great number of materials need to be prepared for this activity-involving psychological services. I.U. Supervisors, and MITER Staff. Two cases might be used, one that results in placement within an I.U. program and one that does not. The study session should open with an overview of the I.U. programs available.	• The group could break into smaller sizes for discussion or the case study session could even be presented to smaller concurrently operating groups. It is most important that: - P's see the entire process demonstrated. - They are presented a "best practice model."

TIME	ACTIVITY	STAFF AND MATERIALS	COMMENTS
	Wednesday	July 28, 1976 Day Three	
12:00-1:00p.m.	LUNCH		
1:00-2:15	<u>Clusters A</u> P's attend one of two cluster offerings. A-1: I.U. programs and services for PH, EHR, THR, SMR and PMR. A-2: I.U. programs and services for HI, VI, and S&L.	• Staff and materials preparation will have to be coordinated by MITER Staff. I.U. personnel that will present should work together, use media, and involve P's in some portion of their presentation.	• Each of the six cluster offerings must include information on: - range of I.U. programs available ...how many, where - referral, placement and reintegration procedures associated with each program - I.U. personnel responsible for each program - definition and identification of area of exceptionality - how district obtains service.
2:15-3:30	<u>Clusters B</u> B-1: I.U. programs and services in LD and L&A. B-2: I.U. sponsored technical service projects: RISE, PRISE, CARE, RRC, NLRCP. NOTE: P's complete a 10-item multiple choice instrument covering each topic presented as they leave that session. * Presenters return the responses to MITER Staff.		And an illustration of some phase of the program's operation as well as a time for discussion. Any handouts used in these cluster offerings should be drawn from, or parallel the materials for the Desk Reference.
3:30-4:15	<u>Role Group Meetings</u> P's meet by school district roles (Superintendent, Pupil Personnel, Principal, Teacher) with I.U. Staff (Drs. Harken & Mann, MITER) to discuss any further informational needs, questions or issues which may be present concerning I.U. - District services, as well as to exchange skills and practices.	• Drs. Harken, Mann, and MITER Staff will be needed here.	

	ACTIVITY	STAFF AND MATERIALS	COMMENTS
	Thursday	July 29, 1976 Day Four	
9:00-10:15a.m.	<u>Cluster C</u> C-1: I.U. programs and services in area of Gifted and Talented; Psychological Services. C-2: I.U. Curriculum, Instruction and Planning Services, Instructional Materials Services, Management Services, Aid to Non-public Schools. *		
10:15-10:30	BREAK		
10:30-11:15	<u>District Team Meeting</u> • P's meet in district teams to: - Complete, as a <u>team</u> , a recommendation form to the I.U. * - decide which team members, if any, will participate in task forces - complete a W/S evaluation form. *	I.U. Staff should be available to district teams. • Recommendation form is an open-ended instrument that addresses areas: - intent to participate in task forces or additopma; task force suggestions - what further information is needed about I.U. programs and services - what in-service needs exist at the district team level. - This instrument is directed at the organization and conduct of the workshop itself.	
11:15-11:30	<u>Formal Workshop Closing</u> • NITER Staff summarize workshop activities and task forces, reiterate major project activities to follow, availability of NITER Staff.	• Dr. Harken should also be present	

	ACTIVITY	STAFF AND MATERIALS	COMMENTS
	Thursday	July 29, 1976 Day Four	
11:30-12:00	<u>Organizational Meetings of Task Forces</u> • P's attend initial meetings to: - identify task force members - set time and place for first meeting - identify I.U. Staff working with task force - make known needs for resource materials and personnel.	• I.U. Staff who will be working with task forces will have to be present.	• Task force topics suggested by P's during W/S should also be included.
12:00 noon	LUNCH		
1:00-4:00p.m.	• I.U. Supervisors available for individual appointments.		

Workshop Instru- mentation Measure	Registration form	Needs	Bar Day 3 diagnose	CASE STUDY SESSION	CLUSTER CASE FORMS	Comm- UNICATION FORM	WORKSHOP EVALUATION FORM
Knowledge - informed as to what is available			X	X	X		
Attitude -		X				X	X
Skill - indicates kn. ability to use services appropriately			X	X	X		
Record keeping - Project admin- istrative purposes	X					X	X
Needs Assignment Diagnostic - feedback to project or to Follow-up to project or to form of further participation			X	X	X	X	X
						X	X

"NSENTS Plus"

July 26 - 29, 1976

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	1 Coffee			
9:00 - 9:30 Orientation	NSENTS 9:10	9:00 - 9:45 DISTRICT TEAM MTG	9:10 - 10:15 CLUSTER C	
NSENTS 9:30 -		9:45 - 10:00 BREAK		
		10:00 - 11:00 CASE STUDY SESSION	10:15 - 10:30 PR. ME.	
		10:30 - 11:00 LUNCH	10:30 - 11:15 DISTRICT TEAM MTG	
		1:10 - 2:15 CLUSTER A	11:15 - 11:30 CLOSING	
		2:15 - 3:30 CLUSTER B	11:30 - 12:00 TAX FORCE MTG	
		3:30 - 4:15 RBLG GROUP MTG	12:00 - 1:00 LUNCH	
			1:10 - 4:00 INDIVIDUAL APPOINTMENTS	
4:00 P.M.	8:45 3:45 - 4:00 Dist. Team MTG			

APPENDIX C-2
JOINT COMMITTEE MEMBERS

JOINT COMMITTEE FOR PLANNING SPECIAL EDUCATION INSERVICE

<u>District</u>	<u>Representative</u>	<u>Role Group</u>	<u>Alternate</u>	<u>Role Group</u>
CHELTENHAM	Philip Butler	Dir. of Instru.	Dr. John Creedon	Principal
COLONIAL	Dr. Jos. DeRenzis	Asst. Super.	Mary Miller	Teacher
LOWER MORELAND	Alice Ridgway	Principal	Robert Warner	Dir. of Guidance
NORRISTOWN	Joseph Albert	Psychologist	Brenda Oliver	Teacher
SOUDERTON	Dr. Wm. Maxwell	Asst. Supt.	Dr. Daniel Fitzpatrick	Dir. Elem. Ed.
SPRINGFIELD	Dr. Sylvia Paymer	Psychologist		
UPPER DUBLIN	Paul D. Duelfer	Psychologist	Robert Field	Acting Principal
UPPER MERION	Dr. Chas. Scott	Supt. of Schools	Ernest Downs	Principal
UPPER MORELAND	Jacqueline Massari	Dir. Spec. Ed.	Dr. J. Wesley	Asst. Super.

Intermediate Unit

GIFTED & TALENTED	Margie Weintraub	Master Itinerant Teacher
LEARNING DISABILITIES	Melinda Martin	Master Itinerant Teacher - Mainstreaming
EMR	Spencer Davis	Supervisor
L/A	Joe Ridgway	Supervisor Special Ed
PH, SMR/PMR	Jerry Potter	Supervisor
SPEECH/LANGUAGE	Russ Morley	Supervisor
CURRICULUM INSTRUCTION and EDUCATION PLANNING SECTION	Don Wright	Curriculum Planning Specialist
PSYCHOLOGICAL SERVICES	Shirley Bilke	School Psychologist

APPENDIX D
IDENTIFIED NEEDS FOR INSERVICE
TRAINING

UPPER MERION SCHOOL DISTRICT

1. Personnel available to districts and what services (not hampered by cost)
Face to face meetings w/district in in-service programs
Help in evaluation (share expertise)
Help in legal matters
2. Needs assessment in Special Education
Identification of present program offerings
And beautiful people we are
How anxious we are to cooperate w/I.U. How we can love and care!!!
1. What do we (U.M.) need to know about I.U.?
How find out?
2. What does I.U. need to know re. U.M.?
How can we let them know?
3. Who is person in Joint Planning Committee?

UPPER MORELAND SCHOOL DISTRICT

What do we need to know about the I.U.?

1. What in-service is available.
2. Can the programs be brought to the district?
3. What services, resources and personnel are available to local districts?
4. What is the cost to the district for consultative or in-services?
5. How to implement new Fed. Req.
(money grants)

What does the I.U. need to know about our school district?

How can we let them know? Through the chosen representative.

1. Our philosophy of special education.
2. Upper Moreland's administrative structure.
3. Feeling and attitude of the community staff and administration about the I.U.

NORRISTOWN SCHOOL DISTRICT

1. What do we need to know about I.U.?
2. What does I.U. need to know about District and how can we let them know?
3. Rep. _____ of Joint Planning Committee.

I.

- a. A listing and explanation of all I.U. services available.
- b. A cost analysis (projects) of each of those services.
- c. How do we go about securing in-service training for District personnel through the MITER Project.
- d. Better dissemination of Due Process materials.

II.

- a. A contact person is needed to assume effective communication between District and I.U.

ABINGTON SCHOOL DISTRICT

- I.
 1. What is chain of command to get service from I.U.?
 2. Consortium classes - How do they operate?
 3. Cost of services.
- II. What do you know?
 1. Policies and philosophies of placing special children.
 2. Official policy - Committee composition formulated by Central Office.
 3. VO-T

UPPER DUBLIN SCHOOL DISTRICT

1. What do you need to know about I.U.?
 - a. How may we use the I.U. staff to disseminate special education information to the general staff?
 - b. How the I.U. may help organize our pupil personnel services.
 - c. How are consortium classes established and children assigned?
2. What does the I.U. need to know about your district?
 - a. How psychological services are used in the district.
 - b. Separation of nurses' services from pupil personnel services.

SPRINGFIELD SCHOOL DISTRICT

1. We need to know:
 - a. Services Available
 - b. How to secure services
 - c. Contact person
 - d. Grants or funds available
 - e. Procedure for developing proposals
2. I.U. needs to know:
 - a. School population - demographic data
 - b. Physical facilities
 - c. Personnel available
 - d. District guidelines and policy (limitations for operating)
 - e. Present programs
3. I.U. can learn about us by:
 - a. Communicating directly thru visitations
 - b. Phone calls
 - c. Memos and written correspondence

COLONIAL SCHOOL DISTRICT

I.

1. How can the I.U. help to enlighten the regular classroom teacher in the area of special education?
2. The regular classroom teacher needs to understand the complete role of the I.U.
3. What assistance can the I.U. provide in the writing of federal grants?

II.

1. The I.U. needs to be aware of the change in population of our special education students.
2. The I.U. should be aware of policy changes relating to special education.

CHELTENHAM SCHOOL DISTRICT

1. Information needs re/I.U.:

1. How to bring in-service programs to the District especially re/services available from I.U.
2. Help to serve disruptive students who don't meet available programs
3. How does gifted program affect a district such as Cheltenham?

2. Information re/I.U. and applicable to individual district:

1. Type of student population served
2. School District philosophy re/Special Education
3. What Special Education services district offers
4. Our Special Education organizational structure
5. District's long-range plans re/Special Education

LOWER MORELAND SCHOOL DISTRICT

1. Structure

Services available

Requirements to obtain services

Process which is to be followed

Resources and persons available

In-service programs available

Communicating to local district (all phases) with what is available

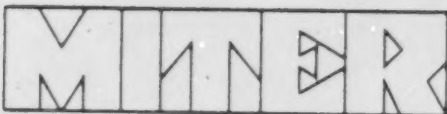
More consultation

2. Become better acquainted with the staff

More aware of our problems

How the district operates

APPENDIX E
RECORD OF ALL INSERVICE PROGRAMS



**MONTCO
INSERVICE
TRAINING and
EDUCATIONAL
RESOURCES**

Special Education Center
1605-B West Main Street
Norristown, Pa. 19401
(215) 539-8550

SPECIAL EDUCATION INSERVICE SUMMARY

For the month of _____

Frequency of Inservice by Program:

☐ LA ☐ LD ☐ SMR/PMR ☐ TMR ☐ Gifted ☐ EMR
☐ Sp/Lang ☐ Hearing ☐ Psychological

I:U. Provider of Inservice:

☐ Asst. Director ☐ Supervisor ☐ MITER ☐ Teacher

Frequency of Requests made to:

☐ I.U. Super. ☐ MITER ☐ I.U. Teacher ☐ I.U. Admin.
☐ Other

District Initiator of Request:

☐ Teacher ☐ Principal ☐ Central Office ☐ Other

Topic of inservice:

☐ LA ☐ LD ☐ SMR/PMR ☐ TMR ☐ Gifted
☐ Speech/Lang ☐ Hearing ☐ Psychological
☐ Due Process ☐ Other ☐ EMR

Target audience:

☐ Teachers ☐ Principals ☐ Parents ☐ Central Office
☐ Other

Format:

☐ large group	☐ lecture	☐ film used	☐ handouts provided
☐ small group	☐ simulation	☐ overheads used	
☐ informal	☐ other	☐ follow up	☐ evaluation given

Time:

☐ 1 hour	☐ 2 hours	☐ ½ day	☐ full day
---------------------------------	----------------------------------	--------------------------------	-----------------------------------

Project assistance:

☐ planning	☐ preparation of handouts
☐ delivery	☐ preparation of overheads
☐ follow up	☐ securing materials
☐ financial	☐ evaluation

COMMENTS:

APPENDIX F
EVALUATION FORM FOR INSERVICES

In-service programs exact a lot of time from individuals in terms of preparation, delivery and participation. To help us plan future programs suited to your needs, please take a few moments to answer these questions.

Part A

Directions: For questions in Part A, circle the number that most closely approximates your feelings. The numbers represent:

4 = Excellent

3 = Good

2 = Fair

1 = Unsatisfactory

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The organization of the presentation was: | 4 | 3 | 2 | 1 |
| 2. | The clarity of the presentation was: | 4 | 3 | 2 | 1 |
| 3. | The preparedness of the presenter was: | 4 | 3 | 2 | 1 |
| 4. | The relevance of the content in terms of your position was: | 4 | 3 | 2 | 1 |
| 5. | The usefulness of the information/materials for your use was: | 4 | 3 | 2 | 1 |
| 6. | Your interest in this program was: | 4 | 3 | 2 | 1 |

PART B

Directions: Please circle the number that most closely approximates your feelings for each question. Space is also provided for you to give the presenter specific feedback on the workshop.

- 4 = Maximum
 3 = Adequate
 2 = Lacking
 1 = Negligible

1. To what extent do you feel you have enough information on this topic?

4 3 2 1

Please write down other information on this topic you would like.

2. To what extent do you feel that you have the skills to incorporate the ideas discussed in the workshop into your job?

4 3 2 1

Please explain what other areas you would like more training in.

3. List any suggestions you have for another workshop on this topic or a related one.

APPENDIX G
SUMMARY WORK DONE WITH DISTRICT

UPPER MORELAND

The school board of a member of our In-service Council voted to close their special education center and place all the special education classes in regular elementary schools. Through contact with project staff at our in-service committee meetings, the District Director of Special Education realized that the project might be able to provide some assistance to her district.

The Director asked the Project Staff to develop an outline for a program. The program was to direct its attention to aiding regular and special classroom teachers in accommodating exceptional students in regular classes.

Staff thought it important to have some background about what had occurred and what was expected, therefore, staff met with the director and the principals of the involved schools to get some data. As a result of this meeting, a workshop outline was submitted to the district.

The objectives of the first workshop, as proposed and eventually accepted, were:

1. To determine the concerns of regular and special education teachers in regard to mainstreaming.
2. To give both groups of teachers an opportunity to get to know one another.
3. To give the principals a chance to explain what they would expect of the staff.

This approach was suggested because it was the project's belief that no one should assume they know what is best for others. Therefore, the first workshop would gather data that could be used to set the direction for future workshops.

Results from the first workshop indicated overwhelming concern on the part of the regular teachers for discipline. These teachers wanted to know how to handle special education students when they have a temper tantrum or misbehave. Complete results can be found in the appendix. Another concern that had a high priority for the teachers was communication between teachers. The teachers wanted a process and procedure for insuring that special and regular education teachers had time to talk and work together. Related to this concern, teachers also wanted the "chain of command" spelled out. To them, this meant who should they go to when they had a problem with a special education student. Some teachers indicated interest in a workshop in which they could get to know the materials used by special and regular educators. Finally, another group of teachers were concerned about problems related to "specials", that is; art, gym, etc.

Since the overriding interest of all the teachers was discipline, it was decided that the second workshop should concentrate on this topic.

Project staff continued to serve as consultants to the district but secured the services of consultants to design and deliver the workshop. The second workshop aimed to accomplish the following objectives:

1. To continue the dialogue between special and regular classroom teachers.
2. To provide all teachers with a specific strategy for handling discipline problems.
3. To have the principals explain what they expected the teachers to do in regard to discipline.

Results from the second workshop were mixed. Some teachers expressed doubts as to the practicality of the discipline techniques presented in the workshop?. There also seemed to be some hesitancy on the part of the teachers to want to get involved in trying something new. Possibly, this can be explained in part because of the lateness in the year of the workshop. On the positive side, teachers were pleased with the opportunity to talk and get to know the special education teachers. In addition, the teachers were pleased to see that their ideas were followed by the administration in planning the second workshop.

The project staff work with this district is consistent with the project's overall objective of getting regular and special educators to work together toward mainstreaming. Furthermore, the groundwork has been laid for this district to do more intensive training with their staff next year which the district is planning to do. They have set aside time on their school calendar.

APPENDIX H
SUMMARY REPORTS DONE WITH I.U.

Final Report for Gifted and Talented

Beginning in December, a member of the project staff and the supervisor for the Gifted and Talented program, started to discuss ways to work with regular education classrooms. The supervisor was particularly concerned with the way regular classroom teachers taught the gifted student. By this, she meant gifted students meet with a gifted itinerant teacher for 150 minutes a week and the remainder was spent in the regular classroom.

It was decided to first work with gifted itinerant teachers rather than regular education teachers. There were a number of problems to be solved if we were to work with classroom teachers, such as the difficulty of getting in-service time for classroom teachers, lack of funds, untested training materials, and the difficulty of scheduling teachers from so many schools and districts. Therefore, it was decided that the first workshop would be devoted to helping itinerant gifted teachers.

The supervisor thought that the minicourse from the Far West Labs. entitled "Higher Cognitive Questioning" would be an appropriate way to start. Therefore, a member of the project staff made a presentation to all the itinerant Gifted teachers from the Intermediate Unit to see if they would be interested in participating in the minicourse. The presentation outlined the minicourse and what would be expected if they participated. In addition, each teachers was asked to fill out an evaluation form of the presentation.

Results from the evaluation, as well as the form, can be found in the appendix. A summary of the results indicated that the experienced teachers did not see any need for them to participate. While the first year gifted teachers decided to give it a try.

Four first year teachers participated in each session. Before each session, teachers were requested to read a section of the textbook (Higher Cognitive Questioning - Minicourse #9) and prepare a cassette tape demonstrating their use of a particular dimension of Higher Cognitive Questioning. At each session, time was devoted to reviewing the questions pertaining to the particular chapter in the textbook. Teachers also played their tapes and the group would critique the tape. The sessions ended with a viewing of a film that would illustrate the material to be covered in the next session. The sessions continued for five weeks.

At the conclusion of the final session, each teacher filled out an evaluation (copy of evaluation form can be found in appendix). Results from the final evaluation indicate the teachers found the material to be very relevant and useful for a gifted teacher. They urged that the minicourse be offered in the fall of next year for all gifted and talented teachers.

Discussions with the gifted supervisor indicate that the minicourse will be offered to all new gifted teachers in October. Consideration is also being given to extending an invitation to regular education teachers that have gifted students in their classes. Since the Intermediate Unit program is an itinerant program, many regular education teachers have gifted students in their classes and results from this spring's minicourse strongly indicate that regular teachers could benefit from the minicourse.

SPEECH AND LANGUAGE

The Speech and Language staff is composed of itinerant teachers who work in almost every school building in the county. Due to the nature of their work, the itinerant teachers have contact with numerous building administrators and regular education teachers.

The director of the Speech and Language program thought that, by having Project staff participate in their summer orientation program, some ideas and activities could be generated to help itinerants improve relations between the Speech and Language staff and regular educators. Therefore, project staff designed a workshop for itinerants that:

1. Would increase their knowledge of how schools operate politically and how to use this information.
2. Would give them an opportunity to express the problems they face in working in schools.
3. Give them a chance to express any concerns or problems about the organization of their Speech and Language program.
4. Would develop interest among the teachers for working with regular educators.

As a result of this workshop, a list of ideas, problems, and concerns were developed by the itinerant teachers (see appendix). In addition, the teachers expressed a strong desire to work with Project MITER staff to explore and develop ways to improve their relationship with regular teachers.

Besides working with the itinerants, project staff meet on a continual basis with the program supervisors. These meetings provided an opportunity to explore ways to improve communication between supervisors, itinerants and regular educators.

The supervisor found the itinerant list of concerns helpful but asked for a clearer delineation of priorities. Therefore, the project staff asked the itinerants to rank order the items suggested at the first workshop. The results (see appendix) lead the supervisors to establish a MITER committee in order to work on this list.

The MITER committee was composed of volunteer itinerant teachers and a project staff member. The committee was charged with developing ways to improve relations with regular classroom.

The committee responded to their charge by developing a workshop program. Their idea was to give their fellow itinerant teachers a workshop outline (complete with handouts, audiovisuals, facts, etc.) that would be given by providing teachers with information about what itinerants do, it would help the two groups get together. The workshop outline (see appendix) provides

teachers with an introduction or general view of the itinerant's role.

The itinerant staff has responded quite favorably to the committee efforts. Their support is reflected in their desire to borrow the materials even before completed and asking their districts for in-service time in the fall.

It is the Project staff's belief that the work initiated this year will result in benefits in the future. In addition to the already cited intentions of the committee's work, the program director expects to submit a proposal to their state professional association. He wants to share the committee's work with other speech and language professionals. He believes that his colleagues have not done all that is possible to work with regular educators and the committee workshop outline would be helpful to them in this regard.

APPENDIX I
POSITION PAPER
RE: GOALS OF COMMITTEE

POSITION PAPER
GOALS OF JOINT COMMITTEE

Rising parent concern, due process and current legislation has put an emphasis on the school's responsibility for meeting the needs of all students. This has placed increased demands for service delivery to exceptional children on general and special educators, and occurs at a time when financial resources and qualified staff are limited. For the maximum utilization of available resources, regular and special educators will need to work cooperatively to share the knowledge and skills necessary for the accommodation of these children.

To help bridge the gap between special and regular ed., Project MITER is designed to provide special education related inservice program development, coordination and technical assistance to general educators. During the MITER summer workshop, which was a special education information dissemination activity, a number of school districts expressed an interest in more special education inservice programs. To facilitate the delivery of inservice programs and as a means of insuring the appropriateness and utility of the activities, MITER has called for the formation of a joint committee to plan special education inservice for general educators. Although the primary function of the committee will be to serve as a vehicle for the expression of ideas and communications relating to inservice needs, there will also be instances where the project will call upon the resources of the committee for more indepth work. For instance, a task force could be called to review the needs assessment questionnaire before it is distributed to districts.

This leaves a variety of levels of involvement open to committee members. And, also provides the opportunity of involving teachers and other colleagues in activities related to the committee.

APPENDIX J
QUESTIONNAIRE - NEEDS ASSESSMENT

Complete the demographic data sheet.

The enclosed survey contains half the items which comprise the total needs assessment survey. The skills cited in both Form A and Form B are not specific to a particular area of exceptionality and most are applicable to "normal" children as well.

To provide you with a frame of reference for responding to the items, the top of each survey page is prefaced by the phrase, "As an educator who may instruct exceptional children, a teacher should (be able to)..."

Read each item; then, rate each one from 1 (Low) to 5 (High) according to four dimensions. These dimensions are: your perception of the importance of the skill, your responsibility, your anticipated use, and the training you would need.

The numbers used in the rating scales are defined as:

- 1 - Low Importance, Low Responsibility, Low Use, or Low Training Need
- 2 - Somewhat Low Importance, Responsibility, Use, or Training Need
- 3 - Some Importance, Responsibility, Use, or Training Need
- 4 - Somewhat High Importance, Responsibility, Use, or Training Need
- 5 - High Importance, Responsibility, Use, or Training Need

An example of the response format follows. The four dimensions used to rate each competency are starred (*).

As an educator who may instruct exceptional children, a teacher should (be able to)...

Maintain the classroom temperature between 69° and 72° F.

Perception Scale
(Circle Choice)
Low ← → High

* Degree of Importance
Within the Educational
Program:

1 2 3 4 5

* My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐

Principal

☐
☐

Psychologist

☐
☐

Guidance Counselor

☐
☐

Home/School Visitor

☐
☐

Special Education
Personnel

☐
☐

Math and/or
Reading Specialist

☐
☐

Custodian

☒

* My Anticipated Use
of this Skill:

1 2 3 4 5

* My Training Need:

1 2 3 4 5

80

Preferred Training Mode
(e.g., films, readings): Talk with Custodian

As you can see, besides the four dimensions, two additional responses are requested for each item. Beneath the rating scale for "My Degree of Responsibility," is a list of educational personnel. If your degree of responsibility for an item is 1 or 2 (low or somewhat low), use the block(s) on the left side of the personnel list to check (✓) the individual(s) you feel should assume primary responsibility for this task, even if your educational facility might not have that person(s) on staff. If your response is 3, 4, or 5 (some, somewhat high, or high responsibility) use the right-hand blocks to indicate the individual(s) who could assist you to implement this skill.

The other response item provides space to suggest a preferred training mode or a particular training material.

Please respond to each of the four dimensions independently of the others; that is, rate "My Degree of Responsibility" without regard to your previous response to "Degree of Importance Within the Educational Program." Similarly, the ratings for these two dimensions should not affect your response to "My Anticipated Use of this Skill."

[The ~~amount of~~ information requested for each competency item and the need for independence among the four rating dimensions are necessary to provide a frame of reference in which to evaluate staff development need(s)]. For example, if the ability to play a trumpet were included in the competency list, most reading teachers would probably indicate a high training need for this skill, regardless of their rating responses in the other dimensions. However, the low ratings attributed to perceived importance, degree of responsibility, and anticipated use of this skill in their capacity as reading teachers would minimize the importance of trumpet instruction as an inservice topic. The independent response procedure also allows a staff development decision maker to examine each response dimension as a separate data source.

Since this survey is a tool designed to help you specify your learning needs, please be as honest as possible. Results of the survey will be made available upon request, but ratings by individual respondents will be held in strict confidence.

STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY

Demographic Data Sheet

Year Undergraduate Degree Earned: _____ in (area) _____

Year Masters Degree Earned: _____ in (area) _____

Year Doctorate Earned: _____ in (area) _____

Additional Credits Beyond Highest Degree Earned: # _____

If you do not have a degree in Special Education, Special Education Courses completed or in process:

<u>TITLE</u>	<u>DATE</u>	<u>TITLE</u>	<u>DATE</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Area(s) of Certification: _____

Educational Experience (include this year as one):

Years in Regular Education: Elementary _____ Secondary _____

Years in Special Education _____

Years in Other, e.g., Psychology _____

Present Position (include if elementary, itinerant, resource room, TMR, LD, etc.):

Specific Intermediate Unit, School District, or Facility:

As an educator who may instruct exceptional children, a teacher should (be able to)...

1. Recognize school situations that may produce or maintain the behavior(s) of exceptional children.

Perception Scale
(Circle Choice)
Low ← → High 69

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

2. Write behavioral objectives in terms of observable behaviors to be displayed by the learner, the condition(s) under which the behavior is to be exhibited, and the criteria for acceptable behavior.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

3. Select, implement, and evaluate the effectiveness of teaching and classroom management techniques.

		Perception Scale (Circle Choice)				
		Low				High
Degree of Importance Within the Educational Program:		1	2	3	4	5
My Degree of Responsibility:		1	2	3	4	5
If 1 or 2 Probably the Responsibility of:		If 3, 4, or 5 Possible Assistance Needed From:				
	(Check more than one if appropriate)					
☐	Principal					☐
☐	Psychologist					☐
☐	Guidance Counselor					☐
☐	Home/School Visitor					☐
☐	Special Education Personnel					☐
☐	Math and/or Reading Specialist					☐
☐	_____					☐
My Anticipated Use of this Skill:		1	2	3	4	5
My Training Need:		1	2	3	4	5
Preferred Training Mode (e.g., films, readings):		_____				

4. Comprehend and accurately interpret reports from psychologists which identify personality traits, and cognitive abilities and skills.

		Perception Scale (Circle Choice)				
		Low				High
Degree of Importance Within the Educational Program:		1	2	3	4	5
My Degree of Responsibility:		1	2	3	4	5
If 1 or 2 Probably the Responsibility of:		If 3, 4, or 5 Possible Assistance Needed From:				
	(Check more than one if appropriate)					
☐	Principal					☐
☐	Psychologist					☐
☐	Guidance Counselor					☐
☐	Home/School Visitor					☐
☐	Special Education Personnel					☐
☐	Math and/or Reading Specialist					☐
☐	_____					☐
My Anticipated Use of this Skill:		1	2	3	4	5
My Training Need:		1	2	3	4	5
Preferred Training Mode (e.g., films, readings):		_____				

As an educator who may instruct exceptional children, a teacher should (be able to)...

5. Construct and administer, then score and interpret informal diagnostic tests that can be used to develop a child's educational program.

Perception Scale
(Circle Choice)
Low ← → High 71

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

6. Identify and use adaptive behavior scales, child development guides and curriculum materials as an aid to develop effective educational programs.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

7. Construct, as part of the child's cumulative record, a student profile based on observation data and formal and informal tests.

Perception Scale
(Circle Choice)
Low ← → High 72

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

8. Identify various teaching strategies that can be used to tailor the instructional process to the needs of the student.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

9. State the educational implications resulting from federal and state legislation which applies to the rights of students and their parents (e.g., Public Law 94-142, Education for All Handicapped Children Act).

Perception Scale
(Circle Choice)
Low ← → High

73

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

10. Know the responsibilities necessary to participate as a contributing member of a planning conference to develop an individualized educational program for an exceptional child. This planning team might be composed of a representative of the local school district or I.U.; the child's teachers, regular or special; the parents; and, where appropriate, the student.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

As an educator who may instruct exceptional children, a teacher should (be able to)...

11. Implement an individualized educational program (IEP) for each exceptional student.

Perception Scale
(Circle Choice)
Low ← → High 74

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

12. Keep abreast of new educational materials, methods, and issues by reading professional journals, taking additional course work, and participating in staff development activities.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

13. Implement group process techniques that help student's acquire self-esteem and appropriate behaviors.

Perception Scale
(Circle Choice)
Low ← → High 75

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

14. Communicate with parents about their role in establishing and maintaining their child's educational program.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

15. Select community resources, appropriate to the student's present interest and skill level, which can facilitate the development of his interests, aptitudes, and skills.

Perception Scale
(Circle Choice)
Low ← → High 76

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

16. Identify the teacher's role, responsibilities, and avenues of communication when obtaining or maintaining special services provided by an intermediate unit or school district.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

Perception Scale
(Circle Choice)
Low ← → High 77

As an educator who may instruct exceptional children, a teacher should (be able to)...

17. Assist or train parents to communicate with their child.

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

Do you foresee needs that can not be covered through inservice, e.g., more planning time or specific types of educational media/materials? We would appreciate your input.

Do you have comments pertaining to this survey?

Complete the demographic data sheet.

The enclosed survey contains half the items which comprise the total needs assessment survey. The skills cited in both Form A and Form B are not specific to a particular area of exceptionality and most are applicable to "normal" children as well.

To provide you with a frame of reference for responding to the items, the top of each survey page is prefaced by the phrase, "As an educator who may instruct exceptional children, a teacher should (be able to)..."

Read each item; then, rate each one from 1 (Low) to 5 (High) according to four dimensions. These dimensions are: your perception of the importance of the skill, your responsibility, your anticipated use, and the training you would need.

The numbers used in the rating scales are defined as:

- 1 - Low Importance, Low Responsibility, Low Use, or Low Training Need
- 2 - Somewhat Low Importance, Responsibility, Use, or Training Need
- 3 - Some Importance, Responsibility, Use, or Training Need
- 4 - Somewhat High Importance, Responsibility, Use, or Training Need
- 5 - High Importance, Responsibility, Use, or Training Need

An example of the response format follows. The four dimensions used to rate each competency are starred (*).

As an educator who may instruct exceptional children, a teacher should (be able to)...

Maintain the classroom temperature between 68° and 72° F.

		Perception Scale (Circle Choice)				
		Low				High
*	Degree of Importance Within the Educational Program:	1	2	3	4	5
*	My Degree of Responsibility:	1	2	3	4	5
If 1 or 2 Probably the Responsibility of:				If 3, 4, or 5 Possible Assistance Needed From:		
(Check more than one if appropriate)						
☐	Principal			☐		
☐	Psychologist			☐		
☐	Guidance Counselor			☐		
☐	Home/School Visitor			☐		
☐	Special Education Personnel			☐		
☐	Math and/or Reading Specialist			☐		
☐	<u>Custodian</u>			☒		
*	My Anticipated Use of this Skill:	1	2	3	4	5
*	My Training Need:	1	2	3	4	5

As you can see, besides the four dimensions, two additional responses are requested for each item. Beneath the rating scale for "My Degree of Responsibility," is a list of educational personnel. If your degree of responsibility for an item is 1 or 2 (low or somewhat low), use the block(s) on the left side of the personnel list to check (✓) the individual(s) you feel should assume primary responsibility for this task, even if your educational facility might not have that person(s) on staff. If your response is 3, 4, or 5 (some, somewhat high, or high responsibility) use the right-hand blocks to indicate the individual(s) who could assist you to implement this skill.

The other response item provides space to suggest a preferred training mode or a particular training material.

Please respond to each of the four dimensions independently of the others; that is, rate "My Degree of Responsibility" without regard to your previous response to "Degree of Importance Within the Educational Program." Similarly, the ratings for these two dimensions should not affect your response to "My Anticipated Use of this Skill."

The amount of information requested for each competency item and the need for independence among the four rating dimensions are necessary to provide a frame of reference in which to evaluate staff development need(s). For example, if the ability to play a trumpet were included in the competency list, most reading teachers would probably indicate a high training need for this skill, regardless of their rating responses in the other dimensions. However, the low ratings attributed to perceived importance, degree of responsibility, and anticipated use of this skill in their capacity as reading teachers would minimize the importance of trumpet instruction as an inservice topic. The independent response procedure also allows a staff development decision maker to examine each response dimension as a separate data source.

Since this survey is a tool designed to help you specify your learning needs, please be as honest as possible. Results of the survey will be made available upon request, but ratings by individual respondents will be held in strict confidence.

As an educator who may instruct exceptional children, a teacher should (be able to)...

1. Recognize the characteristics of exceptional children.

Perception Scale
(Circle Choice)
Low ← → High 81

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

2. List the separate steps or operations needed to complete a given task or activity.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

3. Record on a graph or chart a pupil's educational growth or behavior, based on information gained through systematic observation procedures.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

4. Use cognitive, psychoeducational, and psychological theories to comprehend and explain child growth, development, and behavior.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

5. Select and administer, then score and interpret formal diagnostic tests that can be used to develop a child's educational program.

Perception Scale
(Circle Choice)
Low ← → High ⁸³

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

6. Comprehend and accurately interpret reports from psychologists which identify personality traits, and cognitive abilities and skills.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

As an educator who may instruct exceptional children, a teacher should (be able to)...

7. Construct, as part of the child's cumulative record, a student profile based on observation data and formal and informal testing.

Perception Scale
(Circle Choice)
Low ← → High 84

Degree of Importance Within the Educational Program: 1 2 3 4 5

My Degree of Responsibility: 1 2 3 4 5

If 1 or 2 Probably the Responsibility of: If 3, 4, or 5 Possible Assistance Needed From:
(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use of this Skill: 1 2 3 4 5

My Training Need: 1 2 3 4 5

Preferred Training Mode (e.g., films, readings): _____

8. Identify and use adaptive behavior scales, child development guides, and curriculum materials as an aid to develop effective educational programs.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance Within the Educational Program: 1 2 3 4 5

My Degree of Responsibility: 1 2 3 4 5

If 1 or 2 Probably the Responsibility of: If 3, 4, or 5 Possible Assistance Needed From:
(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use of this Skill: 1 2 3 4 5

My Training Need: 1 2 3 4 5

Preferred Training Mode (e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

9. Aware of the components of an individualized educational program (IEP) as provided by the Education for All Handicapped Children Act and state regulations.

Perception Scale
(Circle Choice)
Low ← → High 85

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

As an educator who may instruct exceptional children, a teacher should (be able to)...

11. Construct or select appropriate educational media/materials according to pupil needs.

Perception Scale
(Circle Choice)
Low ← → High 86

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

12. Read, interpret, and evaluate educational research; apply the findings in the classroom; and use research techniques to make data - based decisions regarding classroom activities.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:
(Check more than one if appropriate)

If 3, 4, or 5
Possible Assistance
Needed From:

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

As an educator who may instruct exceptional children, a teacher should (be able to)...

13. Organize the physical and instructional environment of the classroom to provide students with optimal opportunity to participate in the learning process.

Perception Scale
(Circle Choice)
Low ← → High 87

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

14. Plan instructional objectives, and strategies for accomplishing them, with the student.

Perception Scale
(Circle Choice)
Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

As an educator who may instruct exceptional children, a teacher should (be able to)...

15. Identify and use the services provided by local, regional, state, and national resource and instructional materials centers.

Perception Scale
(Circle Choice)

Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

Perception Scale
(Circle Choice)

Low ← → High

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the
Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

- | | | |
|--------------------------|-----------------------------------|--------------------------|
| ☐ | Principal | ☐ |
| ☐ | Psychologist | ☐ |
| ☐ | Guidance Counselor | ☐ |
| ☐ | Home/School Visitor | ☐ |
| ☐ | Special Education
Personnel | ☐ |
| ☐ | Math and/or
Reading Specialist | ☐ |
| ☐ | _____ | ☐ |

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Needs:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings):

As an educator who may instruct exceptional children, a teacher should (be able to)...

Degree of Importance
Within the Educational
Program:

1 2 3 4 5

My Degree of
Responsibility:

1 2 3 4 5

If 1 or 2
Probably the

Responsibility of:

If 3, 4, or 5
Possible Assistance
Needed From:

(Check more than one if appropriate)

☐	Principal	☐
☐	Psychologist	☐
☐	Guidance Counselor	☐
☐	Home/School Visitor	☐
☐	Special Education Personnel	☐
☐	Math and/or Reading Specialist	☐
☐	_____	☐

My Anticipated Use
of this Skill:

1 2 3 4 5

My Training Need:

1 2 3 4 5

Preferred Training Mode
(e.g., films, readings): _____

17. Assist parents identify and effectively use state, community, public, and private services which may help them and their child with physical, mental, social, and legal problems.

Do you foresee needs that can not be covered through inservice, e.g., more planning time or specific types of educational media/materials? We would appreciate your input.

[illegible]

Do you have comments pertaining to this survey?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small, faint marks and smudges on the paper, particularly near the top and bottom edges, suggesting it might be a scan of a physical document. No text or other markings are present on the page.

APPENDIX K
QUESTIONNAIRES ON WORKSHOP PRESENTATIONS

EVALUATION FORM #1: PRE

	Interest	Relevance	Novelty	Clarity
PAST IN-SERVICE EXPERIENCE	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher

_____ Other (Specify)

OVERVIEW	Interest	Relevance	Novelty	Clarity
	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher

_____ Other (Specify)

EVALUATION FORM - CHAPTER 1

Interest Relevance Novelty Clarity

EMR

4.21	4.21	4.21	4.21
4.21	4.21	4.21	4.21

PH TMR SMR EMR

High

Moderate

Mild

Almost None

COMMENTS

ROLE

Super

Prin

Pers

Sec

Principal

Teacher

Other (Specify)

EVALUATION FORM #4: CLUSTER A.2

	Interest	Relevance	Novelty	Clarity
HI	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
VI	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
S/L	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher
 _____ Other (Specify)

LEARNING DISABILITIES

Interest Relevance Novelty Clarity

4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
---------	---------	---------	---------

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS:

ROLE: Supt. Pup. Pers. Ser. Principal Teacher
 Other (Specify)

EVALUATION FORM #6: CLUSTER B.2

	Interest	Relevance	Novelty	Clarity
PRISE	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
RISE	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
KARE	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
RRC	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
NLRCP	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
PRE-SCHOOL	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher
 _____ Other (Specify)

EVALUATION FORM #7: CLUSTER C.1

Interest Relevance Novelty Clarity

GIFTED AND TALENTED

4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
---------	---------	---------	---------

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS:

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher

_____ Other (Specify)

EVALUATION FORM #8: CLUSTER C.2

	Interest	Relevance	Novelty	Clarity
LEARNING ADJUSTMENT	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher

_____ Other (Specify)

EVALUATION FORM #9: POST

	Interest	Relevance	Novelty	Clarity
THIS WORKSHOP EXPERIENCE	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4 - High

3 - Moderate

2 - Mild

1 - Almost None

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher
_____ Other (Specify)

EVALUATION FORM #10: NSEATS

	Interest	Relevance	Novelty	Clarity
USE OF SIMULATION EXERCISES	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
DISCUSSION OF SIMULATED MATERIAL	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
PRESENTATION OF INFORMATION BY NSEATS INSTRUCTORS	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

COMMENTS: _____

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher

_____ Other (Specify)

APPENDIX L
BASELINE EVALUATION

I. MITER Workshop Evaluation

DIRECTIONS: For each child-centered situation described below, select the I.U. sponsored program to which you would most appropriately refer the child. For each item in List B choose the most appropriate descriptor from List A. However, not all descriptors in List A will be used while some may be used more than once.

List A

- A. Educationally Mentally Retarded (EMR)
- B. Trainable Mentally Retarded (TMR)
- C. Learning Disabilities (LD)
- D. Severely/Profoundly Mentally Retarded (SMR/PMR)
- E. Learning & Adjustment (LEA)
- F. Physically Handicapped (PH)
- G. Visually Impaired (VI)
- H. Hearing Impaired (HI)
- I. Speech & Language (S&L)
- J. Brain Injured (BI)
- K. Gifted & Talented (G/T)
- L. No I.U. Service Required

List B

- ___ 1. Tommy Seems unable to follow directions given by the teacher. His speech is underdeveloped for his age. His mother has commented that "Tommy does not listen to her either."
- ___ 2. George is disruptive during class sessions. He is unable to attend to the lesson. His school achievement is usually two years below grade placement.
- ___ 3. Carl's score on a recognized IQ test is 60. The school feels that Carl would benefit from a program which would increase his self-care skills.
- ___ 4. Sally is constantly daydreaming in school. She hands in all her work assignments before they are due, and her work is always excellent. She is a loner.
- ___ 5. Joyce, a ten-year old girl, who is confined to a wheel chair, and whose school attendance has been sporadic in past years due to extensive treatment and therapy requirements. Her IQ test score, however, is at 90, and her social maturity is normal.
- ___ 6. Billy was in an accident and suffered the loss of his right eye. His vision in his left eye is normal. Billy's schoolwork has suffered since the accident.
- ___ 7. Mary Ann sits in the back of the classroom by herself. She rarely interacts with peers or adults. Mary Ann often seems preoccupied.
- ___ 8. Timmy rarely speaks in the classroom, except when prompted by the teacher. When he does speak, he has great difficulty producing the word, accompanied by a facial grimacing.

ROLE: ___ Supt. ___ Pup. Pers. Ser. ___ Principal ___ Teacher
 ___ Other. (Specify)

II. REFERRAL PROCESS

Listed below are a number of documents related to initiating the referral process from a District to the I.U. Indicate for each if the document is required and the source of the requirement by placing a check mark in the appropriate box.

DOCUMENT	SOURCE OF REQUIREMENT			
	NOT REQUIRED	FEDERAL REQUIREMENT	STATE REQUIREMENT	I.U. REQUIREMENT
1. District Request for Placement				
2. District Notification of No Appropriate Placement				
3. Parent Permission Forms				
4. Immunization				
5. Student Proof of District Registration				
6. Student School Health Record				
7. Right to Education Evaluation Form				
8. Confidential Family History Report				

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher _____ Other (Specify)

III. INTERMEDIATE UNIT SERVICES

Please check the Intermediate Unit Services that are currently in use
(to your knowledge) in your District.

_____ (Please indicate District)

- | | |
|--|-------|
| 1. Educationally Mentally Retarded (EMR) | _____ |
| 2. Severely/Profoundly Mentally Retarded (SMR/PMR) | _____ |
| 3. Trainable Mentally Retarded (TMR) | _____ |
| 4. Physically Handicapped (PH) | _____ |
| 5. Learning Disabilities (LD) | _____ |
| 6. Learning & Adjustment (L&A) | _____ |
| 7. Gifted & Talented | _____ |
| 8. Itinerant Visually Impaired | _____ |
| 9. Itinerant Hearing Impaired | _____ |
| 10. Itinerant Speech/Language | _____ |
| 11. Itinerant Occupational Therapy | _____ |
| 12. Itinerant Physical Therapy | _____ |

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher
 _____ Other (Specify)

DIRECTIONS: Please circle the letter(s) that most appropriately answers the questions, in some cases there may be more than one appropriate response.

1. Selected vocational program offerings are available through:
 - a. Intermediate Unit
 - b. Vocational-Technical Schools
 - c. District
 - d. None of the above
2. The Intermediate Unit EMR Component:
 - a. Operates self-contained classes
 - b. Provides curriculum consultation to EMR teachers
 - c. Provides individual educational evaluations
 - d. Places EMR students in regular classroom for academic subjects
 - e. In-services regular classroom district teachers
3. Medical clearance is needed before a child can enter PH Programs:
 - a. Potential injury can arise during transportation
 - b. The nurse must know whether medication can be administered by her
 - c. To determine for the I.U. that the child can learn in this program
 - d. To prescribe specific rehabilitation activities
4. The most significant factor(s) in considering placement of a child in the SMR/PMR or PH programs is (are):
 - a. The severity of his physical involvement
 - b. Emotional maladjustment
 - c. Inability of the district to physically accommodate the child in their building
 - d. Necessity for self-help training
 - e. Possibility of reintegrating
5. The curricular offerings for the SMR/PMR programs include:
 - a. Self-help skills
 - b. Motor training
 - c. Vocational preparation
 - d. Communication skills
 - e. Basic academic skills

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher _____ Other (Specify)

A2

HEARING IMPAIRED HI
VISUALLY IMPAIRED VI
SPEECH AND LANGUAGE S&L

DIRECTIONS: Please circle the letter(s) that most appropriately answers the questions, in some cases there may be more than one appropriate response.

1. School nurses carry out the following for itinerant sensory services:
 - a. they provide initial hearing and visual screening prior to referral
 - b. they prepare referral documentation to I.U.
 - c. annual screening of all children for visual and hearing impairments in elementary school
 - d. implements visual and auditory training exercise
 - e. works with regular classroom teachers to reinforce the visual and auditory therapy
2. Once a child has been identified through visual screening as having a potential problem, the school nurse will refer the child to the following for formal evaluation:
 - a. I.U. Vision Department
 - b. private physician
 - c. State supported Optometric Clinic
 - d. I.U. Psychologist
3. A child with a visual disability can:
 - a. participate in physical education classes
 - b. perform crucial tasks i.e. reading with corrective devices
 - c. not obtain a driver's license
 - d. participate in industrial arts classes
4. Type(s) of speech disability that may not be identified through mass screenings in K-1 is:
 - a. voice
 - b. tongue tie
 - c. stuttering
 - d. articulation
 - e. language problem

A2

5. Acceptable case loads for I.U. speech clinicians by State requirements are:
 - a. 30 children seen twice a week
 - b. 45 children seen twice a week
 - c. 90 children seen once a week
 - d. 70 children seen as often as possible
6. The role of an itinerant hearing therapist is to develop or improve:
 - a. residual hearing
 - b. academic deficiencies
 - c. language skills
 - d. motor-coordination skills
7. The factors which determine how a hearing impaired child achieves in a public school are:
 - a. motivation
 - b. age of child
 - c. type and severity of hearing loss
 - d. classroom teacher's sensitivity to child
8. The factor(s) in the classroom causing problems for the hearing impaired child are:
 - a. long complex sentences
 - b. noise level
 - c. difficulty of textbooks
 - d. lighting
 - e. teachers and students talking from behind or at a distance

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher _____ Other (Specify)

B1

LEARNING DISABILITIES

DIRECTIONS: Please circle the letter(s) that most appropriately answers the questions, in some cases there may be more than one appropriate response.

1. Elementary youngsters in LD programs are:
 - a. Never reintegrated
 - b. Reintegrated into the regular school program at the end of two years or sooner, if the child's achievement indicates that he/she is ready
 - c. Not reintegrated until they enter high school
 - d. Reintegrated at the end of three years regardless of achievement level
2. The teacher of an Intermediate Unit class within a local district building:
 - a. Has no building responsibilities
 - b. Is directly supervised by building principal
 - c. Obtains most of curriculum materials from district budget
 - d. Assumes the same duties and responsibilities, (e.g., lunch room, working hours, etc.) as regular district teachers
3. The Itinerant Master Teacher for the learning disabilities program at the classroom level:
 - a. Helps perform education evaluations
 - b. Works at the I.U. as a resource person but does not go out to the districts
 - c. Rates I.U. teachers of district located classes
 - d. Supervises with direct involvement in all aspects of program development and operation: management, evaluation, curriculum, etc.
4. The I.U. LD program:
 - a. Provides basic self-help skill development
 - b. Concentrates on emotional development through behavior management, group therapy, and counseling
 - c. Provides prevocational awareness
 - d. Provides basic skills development; subject matter delimited to content of grades 1 through 6

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher _____ Other (Specify)

DIRECTIONS: Please circle the letter(s) that most appropriately answers the questions, in some cases there may be more than one appropriate response.

1. The state's current working definition of giftedness for program admission is:
 - a. academic superiority
 - b. inability of regular course offerings to stimulate a child
 - c. physical prowess
 - d. IQ of 130 or above administered by a certified school psychologist
2. For evaluative input in considering gifted placement of a child, which of the following are considered:
 - a. recommendations of guidance counselors
 - b. peer nomination
 - c. group standard achievement tests
 - d. teacher ratings
 - e. parent nominations
3. The curriculum for a gifted child in present I.U. programs includes:
 - a. acceleration in normal subject areas to allow additional topics to be covered
 - b. special projects
 - c. independent research
 - d. use of outside experts in a tutorial sense
 - e. early acceptance into kindergarten
 - f. early completion of high school requirements with additional advanced courses being taken
4. Criteria used for selecting teachers of the gifted:
 - a. state certification for gifted
 - b. evidence of personal giftedness
 - c. highly stimulating, creative, and flexible personality
 - d. some area of unusual scholarly achievement

ROLE: _____ Supt. _____ Pup. Pers. Ser. _____ Principal _____ Teacher _____ Other (Specify)

LEARNING AND ADJUSTMENT PROGRAM

DIRECTIONS: Please circle the letter(s) that most appropriately answers the questions, in some cases there may be more than one appropriate response.

1. The age range of children served by the Learning and Adjustment Program is:
 - a. Pre-school children to Grade 12
 - b. Kindergarten through High School
 - c. Grades 1 to 8
 - d. Grades 1 to 6
 - e. Grades 1 to 12
2. If a principal wishes to refer a child to the Learning and Adjustment Program, he contacts:
 - a. The special education director of the I.U.
 - b. The superintendent of his district
 - c. The assistant director of special education in the Learning and Adjustment program
 - d. The district psychologist
 - e. The Mental Health/Mental Retardation Base Service Unit
3. As a student in the Learning and Adjustment Program improves, he may be partially re-integrated into regular classes after the following is accomplished:
 - a. Consultation between the I.U. staff and the principal regarding the most appropriate regular class placement
 - b. Communication between the I.U. teacher and a regular class teacher who would have time and desire to accept the student
 - c. Decision on the part of the I.U. staff unilaterally about which teacher of the regular staff would be the most beneficial for the child
 - d. Decision by principal as to which regular classroom teacher would be most appropriate
4. The Learning and Adjustment program accepts children whose maladjustment is:
 - a. Primary retardation and emotional disturbance
 - b. Severely multi-physically handicapped
 - c. Severe psychosis and withdrawal
 - d. Aggressive problems which are emotionally based

ROLE: ____ Supt. ____ Pup. Pers. Ser. ____ Principal ____ Teacher ____ Other (Specify)

DIRECTIONS: Check those boxes in which
a program contains listed
component.

	RISE	PRISE	KARE	RRC	NLRCP	PRE-SCHOOL
<u>Planning Consultation</u>						
<u>Information Literature Search</u>						
<u>Child Evaluation Service</u>						
<u>Instructional Materials</u>						
<u>Lend Materials</u>						
<u>Run Workshops</u>						
<u>Develop Individual Child Ed. Prescriptions</u>						
<u>Develop Curriculum</u>						

ROLE: ____ Supt. ____ Pup. Pers. Ser. ____ Principal ____ Teacher ____ Other (Specify)

EVALUATION

1. Was this workshop relevant to you? 4 3 2 1
(4 equals high)
2. Do you think there is a need for this kind of workshop? 4 3 2 1
3. Did this meeting allow you to express some of your concerns? yes no
4. Are there other concerns relating to organizational restraints you want to share?

5. What do you think the In service Committee will be doing?

6. What kinds of things would you like the inservice committee to do?

7. Any general reactions to the Workshop?

APPENDIX M
WORKSHOP EVALUATION

WORKSHOP EVALUATION

I Purpose of Evaluation

The workshop evaluation was designed with three major objectives in mind. First, the evaluation was to determine what baseline knowledge of special education, professionals from various role groups have. Second, to determine what knowledge participants obtained from presentations on specific I.U. programs. Third, to find out the participants' attitudes about each session of the workshop. Therefore, data was collected on the information participants had before the workshop, what they gained by attending the workshop, and their attitudes about the various activities in which they participated.

II Design of Evaluation

Evaluation forms were developed to gather cognitive and affective data. A complete set of all evaluation forms that were used can be found in Appendix A.

A. Affective

The affective instruments were administered upon completion of each workshop activity. Participants were asked to circle the number that best represented their feelings in four categories: interest, relevance, novelty, and clarity. A cover letter explaining directions and meaning of each category was enclosed with the first evaluation form (Appendix A). In addition to circling a response, individuals had the option to add written comments. Participants were asked to circle the number that most closely approximated their feelings in the four categories. A Likert type scale was used with the number four (4) being "high"

and 1 "almost no feeling".

B. Baseline

Following a general welcome to the workshop each participant was asked to fill out a number of evaluation forms. These forms can be found in Appendix ____.

One form asked participants to give an overall reaction to prior in-service workshops. Three other forms were distributed, one pertained to a definition of the exceptionalities, another asked individuals to answer questions about the referral process and lastly, they were asked to check those special education programs they believe are offered in their district.

C. Cognitive

Another set of evaluations were administered upon completion of each workshop presentation. A set of questions was designed cooperatively with the presenters. The questions were planned to emphasize the major points of each presentation.

The questions were of a multiple choice variety but the respondents were instructed that it was possible to circle more than one choice. This was done with the intention of forcing respondents to answer each question. The objective of this design was to determine what knowledge the participants learned about each presentation. The emphasis was on what was learned or perceived to be important rather than what were the right answers.

III Data Analysis

The three types of evaluation were analyzed separately, that is, affective, baseline, and cognitive. This section of the report will present the trends or highlights of the analyzed data in three sections, reflecting the three types of data collected.

The data was analyzed according to responses made by a role group on each presentation and by comparing role group responses. Part A will examine the results of the affective evaluation.

A. Affective

The scores of each respondent were averaged by role group. Therefore, the score used in this part of the report are means. Comparison of role group scores revealed:

1. Scores on the category of novelty tended to be lowest. Out of a possible 76 scores for all role groups, 40 of the scores were 3.0 or lower.
2. Results on NSEATS were lower than on any other part of the workshop. 29 scores out of 48 were 3.0 or lower.
3. Teachers and principals tended to attend the same presentations.
4. Scores of teachers and principals were below 3.0 on NSEATS.
5. Principals and teachers scores on the presentations concerning itinerant services, learning disabilities, and gifted and talented were either identical or within .15 of each other.

Analysis of the data on the presentations reveal:

1. Teachers and principals scored NSEATS 3.0 or lower.
2. Pupil personnel rated NSEATS lower than any other

presentation they attended.

3. Superintendents rated NSEATS 3.0 or higher. As a role group they rated NSEATS higher than any other role group.
4. Scores on the presentations concerning EMR, PH, SMR, PMR were 3.5 or higher on all categories by all role groups.
5. Scores on HI, VI, S/L were generally 3.5 on each category by all role groups.
6. Teachers, principals, and superintendents scored Learning Disabilities 3.75-4.0 on the categories of interest and relevance.

The participants were given the option of writing comments after each presentation. Some presentations received quite a few comments while others were few. The comments tended to be very positive.

Some examples of the kind of statements made by all role groups in all of the presentations are: "presentations were good and informative", "very informative", and "well done - interesting".

Comments about the learning disabilities presentation were not only about the quality of the presentation but the unavoidable interruptions caused by faulty audio/visual equipment and noise. Aside from these distractions the statements were quite favorable, for example, "a very informative presentation..."; "good program!", "excellent presentation...".

The comments regarding NSEATS were mixed, two teachers stated that it was "of no value to a classroom teacher" while

two others said, "very interesting" and "good insight into administrative procedures".

Superintendents remarks about NSEATS were quite favorable. One said that he/she "enjoyed the program immensely" and another "excellent program".

Pupil personnel comments pertaining to NSEATS were generally negative for instance, "NSEATS - you can not beat a dead horse"; "program excellent but directed at young future administrators".

Most of the written comments were positive. The participants appeared to have positive feelings about the presentations.

B. Baseline Data

1. Definition

Baseline data was scored according to how respondents from a particular role group answered a question. The figures used in this report represent the number that answered a question in a particular manner.

Baseline data was collected as a way to determine the basic knowledge participants have of special education. The first questionnaire on the baseline part of the evaluation pertained to definitions of exceptionalities. Participants were asked to place the letter that indicated which program was best defined by the provided description of a student.

The responses reveal how a particular role group answered a question and how all participants answered a question. On question #1 the responses were divided between HI, S/L, and LD.

The answers to question #2 indicated that respondents were not clear of the distinctions between LD and L & A and a similar situation occurred on #3 between EMR and TMR.

The participants responses to questions #4-8 were more single minded. All answers were generally the same on each of these questions. These questions were answered in the following manner: #4 - gifted and talented; #5 - physically handicapped; #6 - visually impaired; #7 - learning adjustment; and #8 - speech and language.

Most respondents answered the questions similarly while there was some divergence on the first three questions. There was one other distinction, on question #2 pupil personnel workers answered with L & A and on #3 they said student was an EMR. None of the other three role groups were so clear on a particular answer to these questions.

2. Referral Process

The second part of the baseline questionnaire asked the respondents to check off which agency required a particular referral document. This questionnaire was analyzed by tabulating the number from each role group who checked off a particular document.

Few participants believed that all the documents were not required though 4 pupil personnel workers checked confidential family history as not being required.

Approximately 20-30% believed the federal government required the Parent Permission; Immunization; Right to Education; and Family Confidential History Report forms. There was a scattered number of responses indicating various people thought certain documents were required by the federal government.

Approximately 30% of all participants thought the state required "District request for Placement". While 33-69% of

respondents thought the state required all the other forms. Superintendents, pupil personnel workers, and principals at the rate 50-90% believed each document was required by the state but only 20-40% of the teachers had the same ideas.

More participants at the rate of 50-80% thought the Intermediate Unit required the documents than any other agency. Again, teachers checked the documents off in fewer number. Superintendents and principals checked off fewer documents under the IU than they did as being state required.

C. Cognitive

Following each presentation an evaluation form was distributed in order to gather data relating to the cognitive knowledge acquired by participants. The data was tabulated by adding the number of responses for each item and totaling by role group. Then, these scores were analyzed according to how each group responded to the questions.

The first evaluation administered pertained to the intermediate unit's referral process. This evaluation form was the same as used on the baseline evaluation. This form asked respondents to check which agency they believed required a particular referral form.

Few participants' answers indicated that none of the documents were required. Of those documents checked, only the confidential family history was not considered to be required by more than one respondent. Generally, these responses remained unchanged from the first time this evaluation was administered.

Approximately 25-30% of the participants checked the "Right to Education" form as being a federal requirement, as they had done on the baseline. Scores on other items were generally lower, indicating that after the presentation fewer participants thought the listed documents were required by the federal government.

A comparison of scores on both instruments reveals that more participants after the presentation thought the state required the listed referral documents. This was true with

every document except "District Request for Placement". On this document there was a drop from 11-10.

Two documents, "District Notification of no Appropriate Placement" and "Student Proof of District Registration" had decreases, the former 18-9 and the latter, 15-3. The other documents had decreases but only 1 or 2.

The way role groups responded to this questionnaire raises some interesting points. Before the presentation, 66% of the superintendents thought the state required all the documents but after the presentation the percentage dropped to 41%. Other groups also had decreases, principals went from 65%-46%, and pupil personnel workers from 53%-29%. Teachers on the other hand increased from 28%-42%.

After the presentation on the referral process participants continued to make responses indicating that the I.U. required the referral documents. In all cases the same number or more participants checked off each documents as being an I.U. requirement. Specifically, 50% of the respondents thought the "Right to Education" document was an I.U. requirement and as high as 89% had the same belief about the "Student Proof of Registration" form.

An interesting figure comes to light when comparing role groups responses before and after the presentation on I.U. requirements. Before the presentation 53% of the superintendents thought the I.U. required all the documents and after the presentation this figure increased to 100%. All other role groups also had increases, pupil personnel workers changed from 66%-71%, principals 48%-56%, and teachers 38-65%. This

percentages indicate that after the presentation more participants come to believe the I.U. required the referral documents.

The remainder of this section will examine the results from the questionnaires given after each presentation. The questions were developed in terms of emphasizing the key points of each presentation. Respondents were asked to circle more than one answer. The results for each presentation can be found in the appendix.

Rather than report the results on each question which would be redundant and not interesting this section will only report the trends. One note, evaluation forms were not administered for the Learning Disabilities presentation because of an administration foulup.

Participants' responses on questions pertaining to the presentation on Emotionally Mentally Retarded, Physically Handicapped, Severely Mentally Retarded and Physically Mentally Retarded tended to be similar. On each question there were two or three answers circled by nine or more participants from all role groups and role groups tended to answer questions similarly. There were some exceptions, such as on the first question, principals did not think districts offered vocational programs while 90% of the other respondents thought so. On question #2, principals did not believe the EMR component provided individual educational evaluation, while 90% of the others did. Teachers on question #3 did not believe medical clearance was needed to prescribe specific rehabilitation services but other respondents did. Finally, on the last

question all pupil personnel workers thought the curriculum for SMR/PMR included vocational preparation except for 50% of the teachers and principals.

The second presentation pertained to the Hearing Impaired, Visually Impaired, and Speech/Language itinerant services. There was some distribution on the answers but on each question there were some answers that nine or more respondents thought appropriate. The fifth question was about itinerants case loads, all said 45 children could be seen twice a week except pupil personnel workers who did not think this was true. Pupil personnel workers did not think the case load of 90 students could be redistributed in any manner other than 90 different students. Finally, principals were the only role group that did not think motivation was a factor influencing the classroom achievement of hearing impaired students.

The responses on the gifted and talented program tended to be similar. There was one exception, question #2 principals were the only role group that did not think parents could nominate students for a gifted program.

The answers to questions on the presentation about Learning and Adjustment were usually the same. All questions tended to have one answer, though, on question #2 only 40% of the principals thought they should contact the district psychologist when referring a student for LA while 80%-90% of all the other participants thought contacting a district psychologist was an appropriate answer.

IV Implications

This report discusses the data that was formally collected at the workshop. The data indicates that the workshop was successful in giving district representatives information about the special education programs, services, and resources in the Intermediate Unit. Further the workshop was successful in providing a link between Phase I and Phase II of Project MITER. This link was accomplished through the formation of the Joint Committee on Planning Special Education Inservice. The data from the workshop indicates that the committee should work towards developing special education inservice programs for those regular educators not able to attend the workshop.

Analysis of the affective data pertaining to specific presentations indicated a number of things. First, participants appeared not to find NSEATS as rewarding as the other presentations. Teachers and principals in particular indicated that this activity was not too relevant to them. Since their evaluations of all other presentations were considerable more positive it implies that these role groups wanted specific information about special education.

Data from pupil personnel workers indicated that they also did not find NSEATS very relevant. Their reasons seem different than teachers and principals in that they found NSEATS redundant; apparently the issues discussed were ones they were quite familiar with.

Analysis of data on the presentations indicated that the categories of interest, relevance, and clarity were useful but that novelty did not produce much variance on scores. It seemed that participants found the presentations interesting and relevant. Teachers and principals scores in particular, indicated that they

found the Intermediate Unit presentations beneficial.

All of the above statements suggest a number of trends. First, principals and regular teachers were looking for information about special education rather than discussions about issues. They wanted to build a data base in which to understand special education. Teachers and principals also appear to want information about programs on exceptionalities that they are likely to be exposed to, e.g. Learning and Adjustment, or Learning Disabilities, etc.

Second, superintendents reacted favorable to all the presentations. They had the most positive reactions to NSEATS of all the role groups. This may suggest that superintendents want to discuss issues as well as receive specific information or that they gain a better perspective of things through a discussion format.

Scores of pupil personnel workers indicate that they found the presentations on exceptionalities more interesting and helpful than NSEATS. Comments by pupil personnel workers suggest that the most beneficial part of the workshop for them was that teachers, principals, and superintendents had a chance to better understand the problems confronting pupil personnel workers.

The results on the cognitive evaluation indicated congruence on participants perceptions of programs. Generally questions were answered in a similar vein. This fact suggests that all participants received similar information about the Intermediate Unit programs on exceptionalities. In addition, this means that the input was translated in a similar manner when it came to answering questions. Generally all participants had the same understanding of the main points of each presentation.

There were some exceptions to this trend, for example all participants but pupil personnel workers said itinerant teachers case load had to be 90 students rather than understanding that it could be divided in different ways.

The data from the presentation on Learning and Adjustment revealed an interesting trend. Few principals thought it necessary to contact district psychologists when making a referral. This means that principals do not expect the district psychologist to be part of the referral process. Other participants did not have the same perception they thought psychologist were.

The results of the evaluation on the referral process gave every indication that after the presentation more participants believed the Intermediate Unit required referral documents than before. While results indicate this was their perception of I.U. requirements, this was not the case in terms of the state. After the presentation participants thought the state was not responsible for requiring referral documents.

This report has presented an analysis of the data and some trends suggested by the data. The data is inconclusive since the sample was small but it did reveal some trends that could be developed in the second phase of Project MITER. In addition, the data indicated that regular educators believe information about special education is important and should be shared with colleagues.

APPENDIX N
OUTSIDE EVALUATOR REPORT

INTRODUCTION

This report has been prepared by Dr. Roger J. Fishman, EDCON Associates. It was viewed, primarily, as an evaluation audit of Project MITER for two reasons. First, many of the materials that were reviewed were, or could be interpreted as, descriptive evaluations of parts of the project. Second, the review took place from June 24 - 27, 1977, after the completion of most project activities.

Some of the sections of this report appear to be evaluation rather than audit sections. This approach was required because of the unavailability of a complete evaluation at the time of the review. Thus, the two techniques were combined in order to provide the reader with a document that, for the most part, is self-contained.

SUMMER WORKSHOP EVALUATION

This audit of the workshop evaluation was based upon a draft of the evaluation report and upon conversations with the Project Administrator. Since the audit was not started until June 24, 1977, it was impossible to observe this and other project activities. It is recommended that, in the future, evaluation audit activities be scheduled at key points throughout the project so that the audit findings may be incorporated in a timely fashion.

The workshop described in the project application was modified somewhat. One, four-day workshop (instead of two, five-day workshops) was held. Participants included three representatives from each of twelve districts in the Intermediate Unit (I.U.) and fourteen I.U. Special Education Supervisors. The original plan called for the participation of twenty-one districts. The decreased audience for the workshop may have been due to the lateness of the I.U.'s notification of the grant award and, perhaps, an overestimate of the districts' interest in such a project.

Given the restrictions noted above, the workshop was apparently conducted in accordance with the plan. Two days were devoted to the NSEATS simulation, and two days were used to provide the participants with information on the I.U. services within each area of exceptionality. Small group meetings served as a mechanism for linking individual districts with I.U. supervisors. No evidence of interaction with children was observed.

While it was not possible to judge the accuracy of the workshop evaluation data (because of the time lag between evaluation and audit, raw data were not available), a few comments on this draft document seem appropriate.

1. Little description of the workshop activities was found. A comparison between what was intended (as per the project proposal) and what actually took place is recommended.
2. The presentation of the data was judged to be unclear. Unless the reader has the evaluation instruments available, it will be nearly impossible for him/her to obtain a clear understanding of the results.

3. A series of charts, tables, and graphs that contain both the data and the items, or paraphrasings thereof, would help to describe the attitudes and changes in perceptions of the participants.
4. It is the auditor's opinion that the evaluation document should be capable of being interpreted without reference to the appendices. Appended information should continue to be available for those readers who require more detail.
5. In addition to the modifications in schedule and participants, modifications were made in the workshop evaluation plan. These should be explained also. The revised evaluation plan provided both formative and summative information in a manner that was supportive of the workshop. This aspect of the program also needs explication. The auditor viewed the revised evaluation strategy as an improvement upon that set forth in the proposal.

POST-WORKSHOP PHASES

At the conclusion of the workshop, a planning committee was established to provide advice and consent for the remainder of the project. The nine districts which participated on this committee were the only ones which received in-service training through the project.

Discussions with the Project Administrator revealed that the planning committee met only four times during the year and that the in-service training that resulted was primarily informational rather than of a training-for-action nature. The reasons for this lack were proposed by both the Project Administrator and the I.U.'s planning and evaluation consultant:

1. There was a lack of coordination with and support of the project on the part of the Intermediate Unit's Director of Special Education. As a result, supervisors (I.U. employees) were not encouraged to establish training programs for general education staffs.
2. The prerequisite planning for the use of in-service time in each of the individual districts did not occur. That is, the time available for in-service training was limited. No regular, in-depth services could be provided.

In order to successfully carry out an in-service program that trains general education teachers for meeting the needs of the special education students, the following should be examined:

1. The districts served should make the necessary commitments for time and funding (where necessary) before they are included in the program.
2. Teachers from each of the districts should serve on the planning committee (the planning committee was composed of administrators and psychologists, primarily).

3. The Intermediate Unit should support and coordinate the training through an administrative structure that provides the project with an authority position that is capable of directing some of the time and activities of I.U. supervisors. That this was a problem was inferred from the facts that:
 - a. The only I.U. supervisors who provided training as called for in the proposal were those in the Speech and Language, Hearing Impaired, Vision Impaired area, and
 - b. I.U. special education supervisors failed to report the in-service requests they received to the project staff.

PRODUCTS

As a result of the project, a needs assessment document developed by the NLRC/P was revised, distributed, and picked-up. This survey was used with seven of the nine districts that were part of the planning committee. Intermediate Unit cooperation was obtained in this area. The I.U. has taken the responsibility for having these data analysed and reported.

The completion of the original (NLRC/P's) needs assessment would have been so time consuming that the return rate would have been unacceptably low. The modification of this instrument has led to a tool that can be completed within a reasonable length of time. The strategy of providing two forms of the instrument (each covering approximately one-half of the original document's items) will provide adequate information for determining districts' needs if the distribution of the two forms of the instrument does not introduce a systematic bias (e.g., if Form B was administered only at the secondary level). It is the auditor's opinion that the use of needs assessment data as a basis for beginning staff development can be helpful by clearly delineating the areas in which training is needed according to the trainees' own reporting.

The in-service program evaluation form that was developed via the project is similar to many of the "workshop evaluation" instruments that have been used in Federally Funded programs. The instrument includes Likert-type items on the organization, clarity, relevance.... of the presentation, as well as on the extent to which the participants feel informed or trained. Comments are solicited with respect to additional informational and training needs. Although this instrument is not unusual in its questions or format, it should yield useful information for training providers. It is recommended that a place for the trainees' name be provided and designated as optional. This device may serve to link I.U. supervisors with clients who have specific needs.

Another product of Project MITER was the Handbook to Montgomery County Intermediate Unit Services. This extensive handbook was a direct result of the project and was completed with assistance from the Intermediate Unit, local districts, and educational consultants. The handbook describes, for each area of exceptionality, the referral process, support services, placement alternatives, required documents, I.U. staff and school assignments,.... In addition, there are sections on non-special education I.U. services and Public Law 94-142.

This handbook has been developed and organized in a way that should make it a document that will be both used and useful. Its looseleaf format provides a simple vehicle for revisions and additions. It should be noted that the information provided in the Handbook responds to many of the questions and concerns raised by project participants throughout the past year.

A slide-tape presentation on I.U. services was also prepared. As this was in the final stages of taping, the auditor could only review the script that was prepared for the presentation. This presentation briefly describes the special education services, as well as other services, offered by the I.U. While this presentation is likely to be informative, the training of general education teachers was not emphasized.

TRAINING IN INDIVIDUAL DISTRICTS OR ON SPECIFIC EXCEPTIONALITIES

The auditor had the opportunity to review (evaluation) reports on training activities that took place about a particular exceptionality or within a single district. Work in the exceptionality areas, for the most part, failed to reach the level of the general education teachers. However, the work with itinerant teachers, which was carried out by the Project MITER staff, seems to have provided a basis upon which future training of general education teachers can occur. Work with teachers in the Upper Moreland district, also conducted by the Project MITER staff, encompassed the notion of training general education teachers along with special education teachers. This work was supported by the district, which had closed its special special education center, and the district has developed plans to do more intensive training during the next school year.

The activities described above appear to be typical of the project's work with districts in the Intermediate Unit. While they are consistent with the proposal, they fail to complete the anticipated process.

CONCLUSIONS

Project MITER was successful in conducting a workshop that provided representatives of general education from twelve districts in the I.U. with information on the special education services of the I.U. Support of the project was limited on the part of the local districts and the Intermediate Unit itself. As a result, the project was, generally, unable to provide services that were more than informational. Those services seemed to have been well received.

The plan for training general education teachers was not fully implemented because of cooperation and administrative problems that were not anticipated. The plan appears to be conceptually sound, but requires more initial groundwork with respect to the involvement of local districts and Intermediate Unit staff.

The products developed under Project MITER serve to provide the I.U. districts with information that was previously not available in a concise, usable form. Instruments developed were judged to be suitable for use in analysing participants' perceptions of in-service training (Evaluation Questionnaire for In-service Programs) and for developing a data base for future training of general education staffs (Staff Development Needs Assessment Survey).

APPENDIX O
NEEDS ASSESSMENT DATA



MONTGOMERY COUNTY INTERMEDIATE UNIT

SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-339-4530

Project MITER (Montco Inservice Training and Educational Resources), a federally funded program which operated during the 1976-77 school year, was charged with assisting regular education administrators and teachers to deal more effectively with mainstreamed special education students. As part of this effort, a detailed questionnaire regarding inservice needs in special education was distributed to regular teachers, administrators, and other school personnel in Montgomery County. Since participation in the survey was through the MITER district liaison committee, responses were received only from those who elected to join the committee which was composed of the I.U. programs and the following districts: Colonial, Souderton, Upper Merion, Upper Moreland, Lower Moreland, Norristown, and Springfield Township.

From the over 1200 responses returned, data on various aspects of special education/in-service needs were collected and analyzed on a district-by-district and countywide basis.

For statistical purposes, two separate forms of the survey were developed, and each participating district received half of each one, A and B. Analyses have been performed separately on each form, so for each participating district, as well as the total response, a separate response table for the A and B Forms was made. Copies of the survey questionnaires have been enclosed for use in the interpretation of the data for both the total response and response tables for your particular district, if you were among the participants.

The tables have been organized to present information by questionnaire item, with the item mean ($\bar{X}$), standard deviation (SD), and number of responses to the item (N) given. Some questionnaire responses were received after the deadline for analysis, and consequently the total N for any district may be less than the number of forms submitted.

As explained on the cover letter to the questionnaire, each question has four response dimensions:

- Importance - Degree of importance within the educational program
- Responsibility - Respondent's degree of responsibility
- Anticipated Use - Respondent's anticipated use of the skill
- Training Need - Respondent's training need in the skill area

Additionally, a statistically weighted composite of the four above factors was created to provide a general indicator of requirements for inservice training. This is presented as the Inservice Index on these tables. A second set of tables provides the responses for each item by job position of respondent. The tables for this information are labeled "By Item and Subgroup."

Each of these two-page tables concerns only one of the response dimensions, which is labeled in the table heading.

Of special interest to you at the present time, might be items 10-13 which deal with concerns involved in the area of IEPs.

If you have any questions on the interpretation or use of this data, please do not hesitate to call. We hope that this information will be of use to you in better assessing your needs in the area of special education inservice.

CHL:jer

Enclosures

cc: Dr. Harken
Dr. Banks
Dr. Proger

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A
IMPORTANCE

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	5	4.6	0.5	3	4.3	1.2	243	4.5	0.7	109	4.3	0.8	80	4.4	0.8	7	4.7	0.5	2	4.5	0.8
2	4	4.5	0.6	3	4.3	1.2	244	4.5	0.7	108	4.1	0.9	80	4.3	0.9	7	4.3	0.8	2	4.5	0.7
3	5	4.5	1.0	3	4.0	0.6	244	3.7	1.1	108	3.6	1.1	79	3.4	1.3	7	4.4	0.8	2	4.5	0.7
4	5	4.2	1.3	3	5.0	0.0	245	4.5	0.8	109	4.5	0.7	80	4.4	0.8	7	4.6	0.5	2	5.0	0.7
5	5	4.4	0.5	3	4.3	1.2	245	4.3	0.8	108	4.1	0.9	80	4.0	1.1	7	3.7	1.4	2	4.0	1.4
6	5	4.2	0.8	3	4.3	1.2	246	4.1	1.0	109	4.0	1.0	79	4.0	1.1	7	4.0	1.2	2	3.5	2.1
7	5	3.8	0.8	3	3.3	1.1	239	3.7	1.1	104	3.8	1.1	79	3.7	1.2	6	3.3	1.4	2	3.0	0.0
8	5	4.2	0.8	3	3.7	1.2	244	3.9	1.0	107	3.8	1.0	80	3.8	1.1	7	3.9	1.3	2	4.5	0.7
9	5	4.6	0.5	3	3.7	1.2	245	4.5	0.7	109	4.4	0.8	80	4.3	0.9	7	4.6	1.1	2	5.0	0.0
10	5	3.4	0.5	3	2.3	1.2	243	3.3	1.3	106	3.3	1.2	79	3.4	1.4	6	2.5	1.4	2	4.0	1.4
11	5	4.8	0.4	3	4.3	1.2	245	4.6	0.8	109	4.3	0.9	80	4.2	1.0	7	4.1	1.5	2	4.5	0.7
12	5	4.4	0.5	3	4.0	1.0	245	4.3	0.8	109	4.0	1.0	80	4.1	0.9	7	4.0	1.4	2	4.5	0.7
13	5	4.6	0.5	3	4.3	1.2	246	4.6	0.7	108	4.5	0.7	80	4.4	0.8	7	4.6	0.5	2	4.5	0.7
14	5	4.6	0.5	3	4.3	1.2	246	4.2	0.9	108	4.1	0.9	80	4.1	0.9	7	4.3	1.1	2	4.5	0.7
15	5	4.6	0.5	3	5.0	0.0	246	4.6	0.7	108	4.4	0.8	80	4.4	0.8	7	4.7	0.5	2	5.0	0.0
16	5	4.4	0.5	3	4.3	1.2	244	3.5	1.2	107	3.6	1.1	78	3.5	1.2	7	3.3	1.0	2	4.0	0.0
17	5	4.4	0.9	3	4.0	1.7	244	4.2	1.0	108	3.7	1.4	79	3.8	1.2	7	3.4	1.3	2	4.0	1.4
18	5	4.0	1.0	3	4.0	1.7	245	4.0	0.9	107	3.7	1.1	80	3.9	1.1	7	4.1	0.7	2	3.0	0.9

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

IMPORTANCE

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	4.8	0.4	26	4.5	0.7	56	4.5	0.7	1	5.0	0.0	2	4.5	0.7	21	4.7	0.5	18	4.7	0.6
2	6	4.7	0.5	26	4.4	0.6	56	4.3	0.8	1	5.0	0.0	2	5.0	0.0	21	4.8	0.6	18	4.8	0.5
3	6	3.7	1.5	27	3.7	1.2	56	3.4	1.2	1	5.0	0.0	2	4.5	0.7	21	4.5	0.7	17	3.5	1.3
4	6	4.3	1.0	27	4.4	0.6	56	4.4	0.8	1	5.0	0.0	2	3.5	0.7	21	4.8	0.5	17	4.4	0.8
5	6	4.0	0.6	27	4.1	1.1	56	4.1	1.0	1	4.0	0.0	2	5.0	0.0	21	4.4	0.7	18	4.7	0.6
6	6	3.7	1.4	27	4.3	1.0	56	4.2	1.0	1	5.0	0.0	2	4.5	0.7	21	4.8	0.4	17	4.3	1.0
7	5	3.2	1.6	27	3.7	1.1	56	3.7	1.0	1	3.0	0.0	2	4.5	0.7	19	3.6	1.1	18	4.3	1.0
8	6	4.0	1.6	27	3.9	1.0	56	4.0	1.0	1	5.0	0.0	2	4.5	0.7	21	4.5	0.6	18	4.6	0.5
9	6	4.8	0.4	27	4.4	0.7	56	4.5	0.7	1	5.0	0.0	2	4.5	0.7	21	4.6	0.7	17	4.6	0.6
10	5	3.6	1.7	27	3.7	1.2	55	3.3	1.2	1	4.0	0.0	2	3.5	2.1	21	3.7	1.3	17	3.7	1.1
11	6	5.0	0.0	27	4.1	1.1	55	4.5	0.8	1	5.0	0.0	2	4.5	0.7	21	4.6	0.7	17	4.6	0.7
12	6	4.0	1.5	27	4.5	0.9	54	4.3	0.8	1	5.0	0.0	2	3.5	0.7	21	4.5	0.7	18	4.4	0.7
13	6	4.3	1.6	27	4.6	0.6	56	4.7	0.6	1	5.0	0.0	2	3.5	2.1	21	4.6	0.6	17	4.5	0.7
14	6	4.5	0.5	27	3.8	0.8	56	4.7	0.8	1	5.0	0.0	2	4.5	0.7	21	4.6	0.8	18	4.4	0.7
15	6	4.8	0.4	27	4.7	0.5	56	4.6	0.6	1	5.0	0.0	2	3.5	0.7	21	4.4	0.7	18	4.9	0.2
16	6	3.7	1.8	27	3.7	1.3	56	3.8	1.0	1	5.0	0.0	2	3.5	2.1	20	4.4	0.9	16	3.9	1.1
17	6	4.0	1.7	27	3.7	1.3	56	4.2	0.9	1	5.0	0.0	2	4.0	0.0	21	4.2	1.1	18	4.1	1.2
18	6	4.7	0.8	27	3.4	1.2	56	4.0	0.8	1	5.0	0.0	2	2.5	0.7	20	3.9	1.0	18	4.1	1.0

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MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

RESPONSIBILITY

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	5	3.8	0.8	3	3.3	2.1	244	4.3	0.8	109	3.9	1.0	80	4.0	0.8	7	3.9	0.7	2	5.0	0.0
2	4	4.5	0.6	3	3.7	2.3	245	4.1	0.9	108	3.7	1.0	80	3.8	1.0	7	4.7	0.5	2	5.0	0.0
3	5	3.4	1.3	3	3.7	0.6	244	3.2	1.2	108	3.0	1.2	79	3.1	1.4	7	4.1	1.1	2	4.5	0.7
4	5	4.6	0.9	3	5.0	0.0	245	4.2	1.0	109	3.9	1.1	79	4.1	1.1	7	4.6	0.5	22	5.0	0.0
5	55	4.4	0.9	3	3.3	1.5	246	3.7	1.1	107	3.1	1.1	80	3.1	1.2	7	3.6	1.4	2	3.0	0.0
6	5	3.0	0.7	3	2.0	2.0	246	3.2	1.3	109	3.0	1.2	79	2.8	1.4	7	3.1	1.6	22	3.5	2.1
7	5	4.2	1.3	3	1.7	1.2	236	3.0	1.2	104	2.6	1.3	79	2.6	1.3	6	2.5	1.2	2	3.0	0.0
8	5	4.0	0.7	3	3.3	0.6	244	3.5	1.2	107	3.1	1.2	80	2.8	1.4	7	2.6	1.5	2	4.0	1.4
9	5	4.2	0.8	3	3.7	1.2	245	4.1	1.0	109	3.8	1.2	80	4.0	1.0	7	4.1	1.2	2	4.5	0.7
10	55	3.6	1.1	3	1.7	1.2	242	2.7	1.3	106	2.3	1.2	79	2.4	1.3	6	2.2	1.5	2	3.5	0.7
11	5	4.6	0.9	3	3.3	0.6	245	4.2	1.1	109	3.6	1.3	80	3.4	1.3	7	3.0	1.6	2	4.5	0.7
12	5	3.8	0.8	3	3.3	0.6	244	3.9	1.1	109	3.4	1.2	80	3.4	1.1	77	3.1	1.3	2	4.0	1.4
13	5	3.4	1.1	3	3.3	0.6	246	4.2	1.0	107	4.0	1.1	80	4.0	1.2	7	4.6	0.5	2	4.5	0.7
14	5	4.6	0.5	3	4.3	1.2	246	4.0	1.0	108	3.7	1.1	80	3.9	1.1	7	4.4	0.8	2	4.5	0.7
15	5	4.4	1.3	3	4.7	0.6	246	4.5	0.8	108	4.1	1.0	80	4.3	0.9	7	4.1	0.9	2	5.0	0.0
16	5	3.2	1.3	3	3.7	1.2	243	3.2	1.2	107	3.4	1.2	78	3.3	1.3	7	3.3	1.1	2	4.0	1.4
17	5	3.8	1.1	3	3.0	1.0	243	2.9	1.3	108	2.3	1.3	79	2.4	1.3	7	1.7	0.8	2	2.5	0.7
18	5	3.6	1.5	3	3.3	2.0	245	3.3	1.1	107	3.0	1.2	80	3.1	1.3	7	4.1	0.7	2	3.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A
RESPONSIBILITY

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	4.3	0.8	27	4.5	0.8	56	4.1	0.7	1	5.0	0.0	2	3.5	0.7	21	4.3	0.9	18	4.2	1.2
2	6	3.5	1.4	26	4.0	0.8	56	3.7	1.0	1	5.0	0.0	2	4.5	0.7	21	4.3	0.8	18	4.3	1.1
3	6	4.0	1.1	27	3.7	1.2	56	3.1	1.2	1	5.0	0.0	2	3.5	2.1	21	4.5	0.7	17	2.6	1.6
4	6	3.5	0.8	27	4.3	0.8	56	4.0	1.0	1	5.0	0.0	2	1.0	0.0	21	3.9	1.4	17	3.2	1.7
5	6	2.9	1.2	27	3.7	1.2	55	3.3	1.3	1	4.0	0.0	2	2.0	1.4	21	3.8	1.1	18	3.9	1.1
6	6	2.5	1.4	27	4.0	1.1	56	3.1	1.5	1	5.0	0.0	2	3.5	2.1	21	4.5	0.7	17	2.9	1.5
7	5	2.4	1.7	27	3.4	1.2	56	2.7	1.1	1	4.0	0.0	2	2.0	1.4	19	3.1	1.3	18	3.2	1.4
8	6	2.7	1.4	27	3.8	1.0	56	3.2	1.2	1	5.0	0.0	2	3.0	2.8	21	4.0	0.8	18	3.0	1.5
9	6	4.3	0.5	27	4.4	0.7	56	4.1	1.0	1	5.0	0.0	2	3.0	2.8	21	4.4	0.9	17	3.4	1.4
10	5	2.8	1.5	27	3.4	1.2	55	2.6	1.1	1	4.0	0.0	2	3.0	2.8	21	3.5	1.2	17	2.9	1.5
11	6	4.0	1.5	27	4.2	1.0	55	3.7	1.2	1	5.0	0.0	2	3.5	2.1	21	4.7	0.5	14	3.8	1.5
12	6	2.8	1.6	27	4.4	0.9	55	3.6	1.2	1	5.0	0.0	2	2.0	0.0	21	4.1	0.9	18	3.1	1.5
13	6	3.3	1.2	27	4.6	0.6	56	4.2	1.1	1	5.0	0.0	2	3.0	2.8	21	4.4	0.8	17	3.4	1.6
14	6	4.3	0.8	27	3.8	0.6	56	4.1	0.9	1	5.0	0.0	2	3.0	2.8	21	4.7	0.5	18	3.9	0.9
15	6	4.3	0.5	27	4.8	0.5	56	4.4	0.8	1	5.0	0.0	2	3.5	0.7	21	3.8	0.9	18	4.3	1.0
16	6	3.7	1.5	27	3.6	1.3	55	3.4	1.2	1	5.0	0.0	2	3.5	2.1	20	4.4	0.9	16	3.0	1.8
17	6	2.7	2.0	27	3.1	1.3	56	2.9	1.4	1	5.0	0.0	2	4.5	0.7	21	3.7	1.3	18	3.3	1.5
157	6	4.3	1.0	27	3.0	1.1	56	3.2	1.1	1	5.0	0.0	2	2.0	1.4	20	3.0	0.9	16	3.6	1.5

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

ANTICIPATED USE

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	5	4.8	0.4	3	2.7	1.5	245	4.0	0.9	108	3.6	1.0	79	3.6	1.1	79	4.1	0.9	2	5.0	0.0
2	4	4.0	1.5	3	2.7	1.5	243	3.8	1.0	108	3.4	1.1	79	3.4	1.0	7	4.0	1.0	2	5.0	0.0
3	5	3.0	1.6	3	3.7	0.6	244	3.0	1.1	108	2.9	1.2	78	3.0	1.3	7	4.0	1.2	2	4.0	1.4
4	5	4.8	0.4	3	4.7	0.6	244	4.1	1.0	109	3.8	1.2	79	3.9	1.1	7	4.6	0.5	2	5.0	0.0
5	5	4.6	0.5	3	3.7	2.3	246	3.6	1.0	107	3.0	1.1	80	2.9	1.2	7	3.1	1.3	2	2.5	0.7
6	5	2.8	1.3	3	3.0	2.0	246	3.2	1.2	109	2.8	1.2	78	2.7	1.3	7	3.0	1.5	2	3.5	2.1
7	5	3.8	1.3	3	1.7	1.2	239	2.8	1.1	103	2.5	1.2	78	2.3	1.2	6	2.3	1.0	2	3.0	0.0
8	5	4.0	0.7	3	2.3	0.6	243	3.3	1.2	107	2.9	1.1	79	2.7	1.3	7	2.4	1.4	2	4.0	1.4
9	5	3.8	1.6	3	3.7	1.2	245	4.0	0.9	109	3.7	1.1	80	3.8	1.0	79	3.9	1.3	2	4.5	0.7
10	5	3.8	1.3	3	1.3	0.6	243	2.4	1.1	106	2.0	1.0	79	2.1	1.2	6	2.0	1.5	2	2.5	0.7
11	5	4.4	0.9	3	2.7	0.6	245	4.0	1.0	109	3.4	1.2	80	3.2	1.2	7	3.0	1.6	2	4.0	1.4
12	5	3.2	1.3	3	2.3	1.5	245	3.7	1.1	109	3.1	1.2	79	3.2	1.2	7	2.7	0.5	2	4.0	1.4
13	5	3.0	1.6	3	3.7	0.6	246	4.1	1.0	108	3.7	1.1	80	4.0	1.1	7	4.0	0.8	2	4.5	0.7
14	5	4.6	0.5	3	3.0	2.0	246	3.6	1.1	108	3.4	1.1	80	3.7	1.2	7	3.7	1.3	2	4.0	0.0
15	5	4.4	1.3	3	4.3	1.2	245	4.4	0.9	108	4.0	1.0	80	4.1	0.9	7	4.0	0.8	2	5.0	0.0
16	5	3.0	1.6	3	1.7	0.6	244	2.9	1.2	107	3.1	1.2	78	3.1	1.2	7	2.9	0.9	2	3.5	2.1
17	5	3.8	1.3	3	2.7	1.2	245	2.8	1.3	108	2.2	1.2	79	2.4	1.3	7	1.7	0.8	2	2.5	0.7
18	5	3.2	1.3	3	3.0	1.0	245	3.1	1.1	107	2.8	1.1	80	2.9	1.3	7	3.3	0.9	2	2.5	0.7

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

ANTICIPATED USE

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	3.8	1.6	27	4.4	0.7	56	3.9	0.8	1	5.0	0.0	2	3.5	0.7	21	4.3	0.8	18	4.3	1.0
2	6	3.3	1.0	26	3.9	0.7	56	3.4	1.3	1	5.0	0.0	2	4.5	0.7	21	4.1	0.8	18	4.0	1.0
3	6	4.0	1.3	27	3.7	1.3	56	3.0	1.2	1	3.0	0.0	2	3.5	2.1	2	4.1	1.0	17	2.9	1.5
4	6	3.7	1.2	27	4.1	0.9	56	3.9	1.0	1	5.0	0.0	2	1.0	0.0	21	3.5	1.6	17	3.1	1.4
5	6	3.2	1.5	27	3.4	1.3	55	3.1	1.4	1	5.0	0.0	2	3.0	0.0	21	3.7	1.2	18	3.8	1.2
6	6	2.8	1.5	27	3.8	1.1	56	3.0	1.5	1	5.0	0.0	2	3.5	2.1	2	4.6	0.5	17	2.9	1.6
7	5	2.2	1.6	27	3.1	1.2	56	2.4	1.1	1	4.0	0.0	2	2.0	1.4	19	2.8	1.3	18	2.8	1.4
8	6	2.5	1.6	27	3.4	1.3	56	3.0	1.4	1	5.0	0.0	2	3.0	2.8	21	4.0	0.9	18	3.1	1.3
9	6	3.7	1.2	27	4.1	0.8	56	4.1	1.1	1	5.0	0.0	2	3.0	2.8	21	4.3	0.9	17	3.1	1.4
10	5	2.8	1.5	27	3.2	1.3	55	2.3	1.2	1	4.0	0.0	2	2.0	1.4	21	3.2	1.1	17	2.7	1.3
11	6	4.0	1.5	27	4.1	1.2	54	3.6	1.2	1	5.0	0.0	2	3.0	1.4	21	4.5	0.7	17	3.6	1.5
12	6	2.7	1.6	27	4.3	1.0	55	3.4	1.2	1	5.0	0.0	2	2.0	0.0	21	3.8	1.2	18	3.1	1.4
13	6	3.2	1.3	27	4.4	0.6	56	4.2	1.1	1	5.0	0.0	2	3.0	2.8	21	4.2	0.9	17	3.2	1.6
14	6	4.2	1.0	27	3.6	0.8	56	3.9	1.1	1	5.0	0.0	2	3.0	2.8	21	4.5	0.6	18	3.8	0.9
15	6	4.2	0.8	27	4.6	0.6	56	4.4	0.8	1	5.0	0.0	2	3.5	0.7	21	3.7	1.0	18	4.2	1.0
16	6	3.7	1.5	27	3.3	1.3	55	3.1	1.2	1	5.0	0.0	2	3.5	2.1	20	4.2	1.0	16	2.6	1.5
17	6	2.7	1.9	27	3.0	1.3	56	2.7	1.3	1	5.0	0.0	2	4.5	0.7	21	3.4	0.9	18	3.2	1.6
18	6	3.8	1.2	27	2.9	1.1	56	2.9	1.0	1	5.0	0.0	2	2.0	1.4	20	2.9	0.9	18	3.2	1.6

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

TRAINING NEED

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	5	2.8	1.1	3	2.0	1.0	244	3.1	1.2	108	3.5	1.2	80	3.3	1.0	7	2.7	1.1	2	2.5	0.7
2	4	3.0	1.6	3	2.3	1.2	243	3.0	1.1	108	3.1	1.3	80	3.0	1.1	7	2.9	1.6	2	2.5	0.7
3	5	3.2	1.5	3	3.7	1.2	244	2.8	1.2	108	3.0	1.3	79	2.6	1.3	7	4.1	0.9	2	4.0	0.0
4	5	2.8	1.6	3	3.7	1.2	244	3.2	1.2	109	3.3	1.1	80	3.0	1.2	7	3.0	1.4	2	4.0	1.4
5	5	2.6	1.5	3	3.0	1.7	245	3.3	1.3	107	3.4	1.2	80	3.2	1.2	7	3.0	1.4	2	2.5	0.7
6	5	3.0	1.4	3	3.0	2.0	246	3.1	1.2	108	3.2	1.4	79	3.0	1.4	7	3.4	1.5	2	2.5	0.7
7	5	3.2	1.5	3	1.7	1.2	248	3.2	1.3	103	3.1	1.4	79	3.1	1.5	6	3.7	1.4	2	3.0	1.4
8	5	3.0	1.2	3	3.0	1.0	244	3.0	1.3	107	3.1	1.2	79	2.8	1.4	7	2.9	1.8	2	3.0	1.4
9	5	2.8	1.8	3	3.0	0.0	245	3.3	1.2	109	3.5	1.1	80	3.3	1.2	7	3.9	1.5	2	4.0	0.0
10	5	2.8	1.6	3	1.3	0.6	243	3.1	1.3	105	3.0	1.4	79	3.0	1.5	6	2.5	1.5	2	2.5	0.7
11	5	3.0	1.6	3	3.0	1.0	245	3.0	1.2	108	3.0	1.3	79	3.1	1.3	6	2.7	1.6	2	3.0	1.4
12	5	2.2	0.8	3	2.0	1.0	245	3.2	1.2	109	3.1	1.2	80	2.9	1.2	6	3.3	1.4	2	3.0	0.0
13	5	2.0	1.0	3	3.0	1.0	244	3.1	1.2	108	3.1	1.2	80	3.0	1.3	7	3.3	1.1	2	3.5	0.7
14	5	3.0	1.6	3	1.7	1.2	243	2.8	1.2	106	2.7	1.3	80	2.9	1.3	6	2.8	1.6	2	3.5	0.7
15	5	3.0	1.6	3	3.0	1.7	246	3.0	1.2	108	3.2	1.2	80	3.1	1.3	7	3.1	1.3	2	3.5	0.7
16	5	2.6	1.5	3	1.7	0.6	244	2.8	1.3	107	2.8	1.2	78	2.8	1.4	6	3.3	1.2	2	3.5	0.7
17	5	2.4	1.3	3	2.7	1.2	245	3.0	1.3	109	2.9	1.5	79	3.0	1.5	6	3.2	1.6	2	3.5	2.1
18	5	2.2	1.3	3	2.3	1.5	245	2.9	1.1	108	2.9	1.2	80	2.8	1.3	6	3.7	1.0	2	2.5	0.7

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

TRAINING NEED

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	3.3	1.6	27	2.7	1.5	56	3.0	1.0	1	2.0	0.0	2	2.0	1.4	20	3.0	0.9	18	3.8	1.0
2	6	3.3	1.4	26	2.5	1.3	56	2.8	1.1	1	1.0	0.0	2	3.5	0.7	20	3.2	1.2	18	3.4	1.5
3	6	3.0	1.7	27	2.2	1.3	56	2.7	1.2	1	3.0	0.0	2	2.0	1.4	21	3.0	1.2	17	2.4	1.4
4	6	3.0	1.3	27	2.7	1.3	56	3.0	1.1	1	1.0	0.0	2	1.0	0.0	21	2.8	1.2	17	3.2	1.1
5	6	2.7	1.4	27	2.7	1.3	56	3.1	1.3	1	3.0	0.0	2	2.0	1.4	21	3.3	0.9	18	3.3	1.4
6	6	2.3	1.8	27	2.7	1.3	55	2.7	1.4	1	1.0	0.0	2	2.0	0.0	20	3.2	0.9	17	2.6	1.3
7	5	3.2	2.0	27	2.6	1.2	56	2.8	1.4	1	5.0	0.0	2	1.0	0.0	19	3.3	1.6	18	3.1	1.5
8	6	3.0	1.7	27	2.4	1.2	56	2.4	1.1	1	3.0	0.0	2	2.0	1.4	21	3.2	1.1	18	2.4	1.5
9	6	3.8	1.6	27	2.8	1.2	56	3.1	1.0	1	2.0	0.0	2	2.0	1.4	21	3.1	1.0	17	3.1	1.1
10	5	3.8	1.8	27	3.1	1.3	55	2.9	1.3	1	5.0	0.0	2	1.0	0.0	21	3.4	1.4	17	2.9	1.4
11	6	3.2	1.8	27	2.5	1.5	54	2.5	1.2	1	1.0	0.0	2	1.5	0.7	21	3.2	1.1	17	2.8	1.5
12	6	3.0	1.8	27	2.8	1.4	55	2.9	1.2	1	2.0	0.0	2	1.0	0.0	21	3.1	1.2	18	2.9	1.3
13	6	3.2	1.3	27	2.7	1.4	55	2.7	1.3	1	1.0	0.0	2	2.0	1.4	21	3.2	1.0	17	3.0	1.4
14	6	3.2	1.8	27	2.6	1.3	55	2.7	1.2	1	3.0	0.0	2	1.0	0.0	21	3.5	1.0	18	3.2	1.2
15	6	3.7	1.5	27	2.8	1.4	56	2.9	1.2	1	2.0	0.0	2	3.5	0.7	21	2.7	1.3	18	3.1	1.5
16	6	2.3	1.5	27	2.2	1.1	56	2.6	1.2	1	3.0	0.0	2	2.0	1.4	20	3.2	0.8	16	2.1	1.1
17	6	3.3	2.0	27	2.7	1.2	56	2.8	1.4	1	5.0	0.0	2	2.5	2.1	212	3.2	1.0	18	2.7	1.3
18	6	3.0	1.7	27	2.8	1.2	55	2.8	1.0	1	3.0	0.0	2	2.0	1.4	20	2.9	1.3	18	3.3	1.5

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A
INSERVICE INDEX

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	5	21.6	3.5	3	16.3	7.4	241	22.1	4.4	107	22.3	4.5	79	22.1	4.2	7	20.9	3.6	2	22.0	1.4
2	4	22.0	4.3	3	17.7	8.4	241	21.3	4.4	108	20.7	4.9	79	20.3	4.9	7	21.6	5.9	2	22.0	1.4
3	5	20.0	6.7	3	22.0	4.6	244	18.2	5.9	108	18.5	5.5	78	17.3	6.4	7	25.0	5.4	2	25.0	2.8
4	5	22.0	3.1	3	25.7	3.8	244	22.3	4.8	109	22.1	4.6	78	21.5	5.2	7	22.7	4.1	2	27.0	4.2
5	5	21.2	3.6	3	20.3	8.3	244	21.6	4.9	107	20.5	5.1	80	19.7	5.7	7	19.4	7.5	2	17.0	1.4
6	5	19.0	5.2	3	19.3	10.1	246	19.8	5.2	108	19.5	5.5	78	18.5	6.2	7	20.4	7.3	2	18.0	8.5
7	5	21.4	7.3	3	11.7	6.7	238	19.1	5.9	103	18.2	6.2	78	17.9	5.9	6	19.2	5.6	2	18.0	4.2
8	5	21.2	4.0	3	18.3	4.5	243	19.8	5.6	107	19.2	4.8	79	17.8	6.2	7	17.4	7.6	2	21.5	7.8
9	5	21.0	6.0	3	20.0	3.5	245	22.5	4.7	109	22.3	4.7	80	22.1	5.0	7	24.1	6.4	2	26.0	1.4
10	5	19.2	7.0	3	9.3	4.2	242	17.8	5.9	105	16.5	5.9	79	16.8	6.6	6	14.2	8.7	2	17.5	0.7
11	5	22.8	5.1	3	19.3	4.7	245	21.8	5.3	108	20.3	5.4	79	20.0	6.0	6	18.7	7.4	2	22.0	7.1
12	5	18.0	4.7	3	15.7	3.2	244	21.5	5.3	109	19.7	5.2	79	19.5	5.2	6	19.7	7.1	2	21.5	3.5
13	5	17.0	5.8	3	20.3	1.5	244	22.3	4.8	117	21.4	4.8	80	21.4	5.7	7	23.0	4.9	2	24.0	0.0
14	5	22.8	5.0	3	16.7	2.3	243	20.2	5.2	106	19.2	5.2	80	20.3	5.8	6	20.5	6.9	2	23.5	0.7
15	5	22.4	6.3	3	23.0	6.2	245	22.5	4.7	108	22.0	4.8	80	22.2	5.1	7	22.3	3.8	2	25.5	2.1
16	5	18.4	7.0	3	14.7	3.1	243	18.0	5.7	107	18.4	5.3	78	18.4	6.5	6	19.8	5.4	2	22.0	7.1
17	5	19.2	5.4	3	17.7	6.7	242	19.1	5.6	108	17.0	6.3	79	17.7	6.6	6	16.7	5.7	2	19.5	6.4
18	5	17.4	5.5	2	17.3	9.0	245	19.2	5.1	107	18.1	5.7	80	18.4	6.2	6	22.3	5.2	2	16.0	2.8

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM A

INSERVICE INDEX

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	23.0	6.8	26	21.6	4.8	56	21.5	3.6	1	21.0	0.0	2	17.5	6.4	20	22.2	2.9	18	24.0	3.9
2	6	21.5	6.1	26	19.8	3.0	56	19.6	4.3	1	18.0	0.0	2	24.5	0.7	20	22.9	3.3	18	23.4	5.6
3	6	20.7	5.6	27	17.6	5.4	56	17.5	5.9	1	22.0	0.0	2	17.5	9.2	21	22.0	4.6	17	16.1	7.6
4	6	20.5	5.1	27	20.8	4.5	56	21.4	4.5	1	18.0	0.0	2	8.5	0.7	21	20.4	5.9	17	20.2	5.3
5	6	18.0	5.1	27	19.2	5.7	55	19.8	5.8	1	22.0	0.0	2	16.0	2.8	21	21.9	4.0	18	22.4	5.0
6	6	16.0	5.8	27	20.1	5.3	55	18.4	5.5	1	18.0	0.0	2	17.5	4.9	20	23.6	2.9	17	17.9	5.8
7	5	17.4	8.5	27	18.1	4.4	56	17.0	5.5	1	26.0	0.0	2	11.5	3.5	19	19.3	7.5	18	19.6	7.4
8	6	18.6	4.4	27	18.2	5.7	56	17.5	4.6	1	24.0	0.0	2	16.5	10.6	21	22.1	4.4	18	17.9	6.2
9	6	24.3	5.5	27	21.3	4.2	56	21.8	4.3	1	21.0	0.0	2	16.5	10.6	21	22.8	4.5	17	20.3	5.7
10	4	20.8	9.6	27	19.7	5.6	55	17.0	6.1	1	27.0	0.0	2	11.5	6.4	21	20.6	5.7	17	18.2	7.0
11	6	22.5	7.5	27	19.9	6.1	54	19.4	5.2	1	18.0	0.0	2	15.5	6.4	21	23.6	3.3	17	20.4	6.4
12	6	18.5	9.5	27	21.5	5.6	54	19.9	5.1	1	21.0	0.0	2	10.5	0.7	21	21.9	4.6	18	19.3	6.8
13	6	20.3	7.6	27	21.6	4.4	55	21.1	5.2	1	18.0	0.0	2	15.5	12.0	21	23.0	3.7	17	20.3	6.0
14	6	22.5	6.3	27	19.1	4.8	55	20.3	4.4	1	24.0	0.0	2	13.5	6.4	21	24.2	3.4	18	21.6	3.2
15	6	24.3	4.0	27	22.6	4.7	56	22.3	4.3	2	21.0	0.0	2	21.0	4.2	21	20.0	4.4	18	22.6	5.5
16	6	18.0	8.0	27	17.3	5.7	55	17.9	5.4	1	24.0	0.0	2	16.5	10.6	20	22.8	4.4	16	15.9	6.2
17	6	19.3	9.2	27	17.7	5.1	56	18.2	5.6	1	30.0	0.0	2	20.5	4.9	21	21.0	4.1	18	18.6	6.2
18	6	21.8	3.7	27	17.6	5.9	55	18.4	3.7	1	24.0	0.0	2	12.5	7.8	20	18.4	5.3	18	20.7	6.6

MEAN AND STANDARD DEVIATION
FOR RESPONSE DIMENSIONS BY ITEM

TOTAL RESPONDENTS
FORM A

ITEM	IMPORTANCE			RESPONSIBILITY			ANTICIPATED USE			TRAINING NEED			INSERVICE INDEX		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	594	4.5	0.7	596	4.1	0.9	595	3.9	1.0	594	3.2	1.2	588	22.1	4.3
2	593	4.4	0.8	594	4.0	1.0	591	3.7	1.1	591	3.0	1.2	588	20.9	4.6
3	593	3.5	1.2	593	3.2	1.3	592	3.1	1.2	593	2.8	1.3	592	18.3	6.0
4	596	4.5	0.7	595	4.1	1.1	594	3.9	1.1	595	3.1	1.2	593	21.9	5.0
5	596	4.2	0.9	595	3.5	1.2	595	3.3	1.1	595	3.2	1.3	593	20.7	5.2
6	596	4.1	1.0	596	3.2	1.3	595	3.1	1.3	593	1.1	1.3	592	19.5	5.5
7	581	3.7	1.1	580	2.8	1.3	578	2.5	1.2	597	3.1	1.4	577	18.4	6.1
8	594	4.0	1.0	594	3.3	1.3	592	3.1	1.2	593	2.9	1.3	592	19.1	5.5
9	596	4.4	0.8	596	4.1	1.0	596	3.9	1.0	596	3.3	1.2	596	22.3	4.8
10	587	3.3	1.3	586	2.6	1.3	587	2.4	1.2	586	3.0	1.3	584	17.4	6.2
11	595	4.4	0.9	595	3.9	1.2	594	3.7	1.2	591	2.9	1.3	591	20.9	5.6
12	595	4.2	0.9	595	3.7	1.2	595	3.5	1.2	595	3.1	1.2	592	20.6	5.4
13	596	4.6	0.7	595	4.1	1.1	596	4.0	1.1	593	3.1	1.3	592	21.8	5.1
14	597	4.2	0.9	597	3.9	1.0	597	3.6	1.1	590	2.8	1.3	590	20.2	5.2
15	597	4.6	0.7	597	4.3	0.9	596	4.2	0.9	597	3.1	1.3	596	22.3	4.8
16	589	3.6	1.2	587	3.3	1.2	588	3.0	1.2	588	2.7	1.3	586	18.2	5.8
17	594	4.0	1.2	593	2.8	1.3	595	2.7	1.3	595	3.0	1.4	591	18.4	5.9
18	594	3.9	1.0	594	3.2	1.2	594	3.0	1.2	593	2.9	1.2	592	18.7	5.6

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

IMPORTANCE

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 TEACHER RESOURCE K-12 REG ED			7 TEACHER RESOURCE K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	8	4.6	0.7				235	4.6	0.7	122	4.4	0.8	68	4.5	0.7	5	4.2	0.8	1	5.0	0.0
2	8	4.8	0.5				235	4.4	0.8	121	4.0	1.0	67	4.1	0.9	5	4.4	0.5	1	4.0	0.0
3	8	4.0	0.8				232	3.7	1.0	120	3.7	1.2	68	3.7	1.1	5	4.2	0.8	1	3.0	0.0
4	8	4.2	0.7				235	3.6	1.0	121	3.4	1.2	68	3.4	1.2	5	3.6	0.9	1	3.0	0.0
5	8	4.1	0.6				234	3.8	1.0	122	3.4	1.2	68	3.7	1.0	5	3.2	0.8	1	3.0	0.0
6	8	4.0	0.9				235	4.1	1.0	122	4.0	1.1	68	4.0	1.0	5	4.8	0.4	1	4.0	0.0
7	8	4.5	0.8				235	4.2	0.9	121	4.2	1.0	68	4.0	1.0	5	4.4	0.5	1	3.0	0.0
8	8	4.1	0.8				234	3.9	1.0	122	3.8	1.2	68	3.7	1.2	5	4.8	0.4	1	3.0	0.0
9	8	4.0	0.5				235	4.2	0.9	120	4.0	1.0	68	3.8	1.2	5	4.6	0.5	1	4.0	0.0
10	8	3.9	1.1				236	4.3	0.9	121	4.3	0.9	68	4.3	0.8	5	4.2	0.8	1	3.0	0.0
11	8	3.8	0.9				236	3.7	1.1	122	3.8	1.1	68	4.2	1.0	5	4.6	0.5	1	3.0	0.0
12	8	4.1	0.6				236	4.1	1.0	122	4.0	1.0	68	4.2	0.9	5	4.4	0.5	1	4.0	0.0
13	8	4.5	0.8				233	4.3	0.9	120	4.2	1.0	66	4.3	0.9	5	4.4	0.5	1	5.0	0.0
14	8	4.0	0.8				233	3.5	1.1	120	3.5	1.1	66	3.8	0.9	5	3.8	0.8	1	4.0	0.0
15	8	4.5	0.5				235	4.3	0.9	121	4.2	0.9	66	4.4	0.8	5	4.4	0.9	1	4.0	0.0
16	8	3.2	1.6				234	3.3	1.3	122	3.4	1.3	67	3.7	1.3	5	4.6	0.5	1	4.0	0.0
17	8	4.2	0.9				236	4.1	1.0	121	3.9	1.2	67	4.1	1.0	5	4.8	0.4	1	3.0	0.0
18	8	4.5	0.8				235	4.3	0.9	121	4.2	0.9	67	4.2	0.9	5	4.4	0.9	1	4.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

IMPORTANCE

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	7	4.9	0.4	28	4.8	0.4	64	4.5	0.7	1	5.0	0.0	2	5.0	0.0	22	5.0	0.2	23	4.7	0.5
2	8	4.4	0.7	28	4.2	1.1	64	4.3	0.9	1	5.0	0.0	2	5.0	0.0	27	4.5	0.2	23	4.5	0.7
3	8	3.4	1.1	28	4.2	1.0	64	3.7	1.0	1	5.0	0.0	2	4.5	0.7	22	4.2	0.9	22	4.1	1.0
4	8	4.0	0.6	28	4.2	1.2	64	3.9	1.0	1	4.0	0.0	2	4.0	0.0	22	4.5	0.9	21	3.6	1.2
5	8	4.0	0.9	28	4.2	0.8	64	3.8	1.0	1	5.0	0.0	2	4.0	0.0	22	4.3	0.9	21	4.3	0.8
6	8	4.2	0.7	28	4.4	0.9	64	4.2	0.9	1	5.0	0.0	2	5.0	0.0	22	4.7	0.6	21	4.0	1.3
7	8	4.6	0.7	28	4.3	0.9	64	4.0	1.0	1	5.0	0.0	2	5.0	0.0	22	4.2	0.9	23	4.4	0.9
8	8	4.0	0.7	28	4.0	1.1	64	4.0	1.0	1	5.0	0.0	2	4.0	1.4	22	4.2	1.0	22	4.0	1.3
9	8	4.1	0.8	28	4.2	1.1	64	3.7	1.0	1	5.0	0.0	2	4.5	0.7	22	4.2	1.0	23	4.2	1.1
10	8	4.2	1.0	28	4.7	0.6	64	4.2	0.9	1	5.0	0.0	2	5.0	0.0	22	4.4	0.7	23	4.4	0.7
11	8	4.0	1.1	27	4.0	1.0	64	3.9	1.4	1	5.0	0.0	2	3.5	0.7	22	3.5	1.1	23	4.2	1.0
12	8	4.5	0.8	28	4.5	0.7	64	4.1	0.9	1	5.0	0.0	2	5.0	0.0	22	4.5	0.9	23	4.3	1.1
13	8	4.5	0.5	28	4.8	0.4	63	4.2	0.9	1	5.0	0.0	2	5.0	0.0	22	4.7	0.7	23	4.6	0.7
14	8	3.4	1.2	28	3.7	1.2	64	3.6	1.2	1	5.0	0.0	2	4.0	0.0	22	3.9	1.0	23	3.4	1.5
15	8	4.6	0.7	28	4.6	0.7	64	4.2	0.9	1	5.0	0.0	2	4.0	0.0	22	4.2	1.2	23	4.2	1.1
16	8	3.0	1.7	28	4.1	1.2	64	3.4	1.2	1	5.0	0.0	2	4.0	1.4	22	4.0	1.1	22	3.5	1.4
17	8	4.0	1.3	28	4.6	0.7	64	3.8	1.0	1	5.0	0.0	2	4.5	0.7	22	4.2	1.1	23	4.6	0.7
18175	8	4.4	0.7	28	4.7	0.5	64	4.2	1.0	1	5.0	0.0	2	5.0	0.0	22	4.5	0.7	23	4.6	0.7

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

RESPONSIBILITY

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	8	3.8	1.0				235	4.3	0.9	122	3.8	1.0	67	4.1	0.7	5	3.8	1.1	1	5.0	0.0
2	8	4.0	1.2				235	3.8	1.0	122	3.4	1.0	68	3.6	1.1	5	4.2	0.8	1	4.0	0.0
3	8	4.1	0.8				232	3.5	1.1	120	3.6	1.2	68	3.5	1.1	5	4.0	0.7	1	3.0	0.0
4	8	3.6	1.1				234	3.3	1.2	122	3.1	1.2	68	3.2	1.2	5	3.0	0.7	1	3.0	0.0
5	8	4.0	0.8				234	3.4	1.1	121	2.9	1.2	68	3.1	1.1	5	2.8	1.3	1	3.0	0.0
6	8	3.0	1.5				235	3.1	1.3	122	2.8	1.4	68	2.6	1.3	5	2.6	1.8	1	4.0	0.0
7	8	4.5	0.8				234	4.0	1.1	120	4.0	1.1	68	3.8	1.0	5	4.4	0.5	1	3.0	0.0
8	8	3.1	1.5				234	3.4	1.2	122	2.9	1.3	68	2.7	1.1	5	3.0	1.4	1	2.0	0.0
9	8	3.9	0.6				235	3.7	1.1	119	3.4	1.2	68	3.2	1.1	5	3.8	1.1	1	3.0	0.0
10	8	3.8	1.4				236	3.7	1.1	122	3.6	1.1	68	3.8	1.0	5	3.8	0.8	1	3.0	0.0
11	8	3.0	1.2				236	3.4	1.2	122	3.6	1.1	68	3.9	1.0	5	4.2	0.4	1	2.0	0.0
12	8	3.6	1.5				236	3.6	1.2	122	3.3	1.3	68	3.5	1.1	5	4.0	0.0	1	3.0	0.0
13	8	3.9	1.2				233	3.8	1.4	120	3.5	1.3	66	3.6	1.2	5	4.2	0.0	1	5.0	0.0
14	8	3.8	1.0				231	3.0	1.2	121	2.8	1.2	66	2.9	1.0	5	3.0	1.6	1	3.0	0.0
15	8	4.2	0.7				235	4.2	1.0	121	4.1	1.1	65	4.2	0.9	5	4.4	0.0	1	4.0	0.0
16	8	3.0	1.6				234	3.0	1.3	121	3.1	1.3	67	3.3	1.3	5	4.6	0.5	1	4.0	0.0
17	8	3.8	1.4				236	3.1	1.3	121	2.5	1.3	67	2.7	1.2	5	3.4	0.9	1	1.0	0.0
18	8	4.1	0.6				236	3.8	1.1	121	3.4	1.3	67	3.5	1.3	5	3.8	1.3	1	3.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B
RESPONSIBILITY

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	7	4.6	0.5	28	4.5	0.6	64	4.1	0.8	1	5.0	0.0	2	5.0	0.0	22	4.8	0.4	23	4.5	0.6
2	8	4.1	1.1	28	3.9	1.3	64	3.5	1.1	1	5.0	0.0	2	4.5	0.7	22	4.3	0.8	23	4.0	1.0
3	8	3.5	0.9	28	4.1	1.0	63	3.7	1.0	1	5.0	0.0	2	4.5	0.7	22	4.2	0.8	22	3.4	1.1
4	8	3.5	1.4	27	4.0	1.2	64	2.3	1.1	1	4.0	0.0	2	4.0	0.0	22	4.4	1.0	21	3.0	1.4
5	8	3.1	1.5	28	4.0	0.9	64	3.3	1.1	1	5.0	0.0	2	3.0	0.0	22	4.0	0.9	21	3.8	1.1
6	8	3.0	1.6	28	3.9	1.2	64	2.9	1.5	1	1.0	0.0	2	5.0	0.0	22	4.4	1.1	21	3.1	1.4
7	8	3.9	1.4	28	4.1	1.2	64	3.7	1.2	1	3.0	0.0	2	4.5	0.7	22	3.8	1.3	23	4.0	1.1
8	8	3.4	1.1	27	4.0	1.1	64	3.1	1.3	1	1.0	0.0	2	4.5	0.7	22	3.8	1.2	22	3.0	1.3
9	8	3.6	1.3	28	4.1	1.0	64	3.2	1.1	1	3.0	0.0	2	4.5	0.7	22	4.1	0.9	23	3.7	1.3
10	8	3.5	1.2	28	4.6	0.7	64	3.6	1.2	1	3.0	0.0	2	5.0	0.0	22	4.4	1.0	23	3.5	1.2
11	8	3.5	1.3	27	4.0	0.9	64	3.6	1.2	1	5.0	0.0	2	4.0	1.4	22	3.4	1.1	23	3.1	1.4
12	8	3.5	1.7	28	4.4	0.8	64	3.4	1.2	1	5.0	0.0	2	5.0	0.0	22	4.4	0.9	23	3.5	1.3
13	8	3.8	1.0	28	4.8	0.5	63	3.6	1.2	1	5.0	0.0	2	5.0	0.0	22	4.6	0.7	23	3.2	1.3
14	8	3.0	1.3	28	3.3	1.3	64	3.1	1.2	1	4.0	0.0	2	4.0	0.0	22	3.7	1.2	22	2.6	1.2
15	8	4.4	0.9	28	4.4	0.7	64	4.2	1.0	1	5.0	0.0	2	3.5	0.7	22	3.6	1.6	23	3.0	1.4
16	8	3.4	1.8	28	4.1	1.1	64	3.0	1.3	1	5.0	0.0	2	4.5	0.7	22	4.0	1.1	22	2.7	1.3
17	8	2.9	1.5	28	3.7	1.1	64	2.6	1.2	1	2.0	0.0	2	3.5	2.1	22	3.6	1.5	23	3.8	1.2
18	8	3.8	1.4	23	4.0	0.9	64	3.6	1.1	1	5.0	0.0	2	5.0	0.0	22	4.4	0.7	23	4.1	1.2

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B
ANTICIPATED USE

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	8	3.9	0.4				233	3.9	1.0	121	3.5	1.1	67	3.7	1.0	5	3.6	1.1	1	5.0	0.0
2	8	3.6	1.1				235	3.6	1.1	122	3.2	1.1	68	3.2	1.1	5	4.2	0.8	1	4.0	0.0
3	8	4.1	0.8				232	3.3	1.1	120	3.5	1.3	67	3.4	1.1	5	3.8	0.4	1	3.0	0.0
4	8	3.4	0.1				235	3.0	1.2	122	2.7	1.1	68	2.9	1.2	5	3.0	0.7	1	3.0	0.0
5	8	4.0	0.5				234	3.2	1.1	122	2.8	1.1	68	3.0	1.1	5	2.8	1.1	1	3.0	0.0
6	8	2.8	1.6				235	3.1	1.3	122	2.8	1.3	68	2.6	1.3	5	2.6	1.8	1	4.0	0.0
7	8	4.2	1.0				234	3.6	1.1	121	3.6	1.2	68	3.4	1.2	5	3.6	0.5	1	3.0	0.0
8	8	3.0	1.4				234	3.3	1.2	122	2.8	1.3	68	2.6	1.1	5	2.4	1.5	1	2.0	0.0
9	8	3.4	0.5				235	3.5	1.1	119	3.3	1.2	67	3.0	1.2	5	3.8	1.1	1	3.0	0.0
10	8	3.0	1.5				235	3.5	1.1	122	3.5	1.1	68	3.4	1.1	5	3.4	0.5	1	3.0	0.0
11	8	2.4	1.2				236	3.1	1.2	122	3.4	1.1	68	3.6	1.1	5	3.8	0.4	1	2.0	0.0
12	8	3.1	1.2				236	3.3	1.3	121	3.2	1.3	68	3.2	1.2	5	3.4	0.9	1	3.0	0.0
13	8	3.0	1.4				233	3.6	1.2	120	3.6	1.3	66	3.4	1.1	5	4.0	0.7	1	5.0	0.0
14	8	3.0	1.3				232	2.8	1.2	120	2.6	1.0	65	2.6	1.0	5	3.0	1.6	1	3.0	0.0
15	8	4.0	0.8				234	4.1	1.0	120	4.0	1.0	66	4.0	1.1	5	4.2	1.1	1	4.0	0.0
16	8	2.8	1.4				233	2.6	1.3	121	2.9	1.3	67	3.0	1.3	5	4.4	0.5	1	4.0	0.0
17	8	3.6	0.9				236	2.8	1.3	121	2.5	1.3	67	2.5	1.2	5	3.2	0.4	1	1.0	0.0
18	8	3.8	0.7				235	3.4	1.2	121	3.1	1.3	67	3.1	1.3	5	3.6	1.1	1	3.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

ANTICIPATED USE

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	7	4.1	1.1	28	4.6	0.7	63	3.9	0.9	1	4.0	0.0	2	4.5	0.7	22	4.6	0.5	23	4.3	0.8
2	8	3.4	1.2	28	3.7	1.4	62	3.4	1.1	1	4.0	0.0	2	3.5	0.7	22	4.0	1.0	23	3.9	1.1
3	8	3.4	1.3	28	4.0	1.1	64	3.5	1.1	1	3.0	0.0	2	4.5	0.7	22	4.1	0.9	22	3.3	1.1
4	8	2.9	1.6	26	3.9	1.5	64	3.0	1.2	1	2.0	0.0	2	3.5	0.7	22	4.0	0.9	21	3.7	1.1
5	8	3.1	1.4	28	4.0	0.9	64	3.1	1.1	1	2.0	0.0	2	3.0	0.0	22	3.7	1.0	21	3.6	1.0
6	8	2.9	1.4	28	4.0	1.1	64	2.8	1.5	1	1.0	0.0	2	5.0	0.0	22	4.3	1.1	21	2.9	1.5
7	8	3.5	1.7	28	3.8	1.2	64	3.4	1.2	1	1.0	0.0	2	4.5	0.7	22	3.7	1.3	23	3.9	1.2
8	8	3.0	1.4	27	3.7	1.4	64	2.9	1.3	1	1.0	0.0	2	3.5	0.7	22	3.7	1.2	22	2.8	1.2
9	8	3.2	1.8	28	3.9	1.2	64	3.1	1.1	1	1.0	0.0	2	4.0	0.0	22	4.0	0.9	23	3.5	1.3
10	8	3.0	1.2	28	4.6	0.7	64	3.3	1.3	1	1.0	0.0	2	5.0	0.0	22	4.3	1.0	23	3.2	1.4
11	8	3.2	1.3	27	3.6	1.0	64	3.3	1.2	1	3.0	0.0	2	3.5	0.7	22	3.4	1.0	23	3.0	1.4
12	8	3.1	1.6	28	4.2	0.8	64	3.1	1.2	1	4.0	0.0	2	5.0	0.0	22	4.3	0.9	23	3.3	1.3
13	8	3.0	1.3	28	4.6	0.7	63	3.4	1.2	1	3.0	0.0	2	5.0	0.0	22	4.6	0.7	23	3.0	1.2
14	8	2.9	1.6	28	3.2	1.4	64	2.8	1.3	1	2.0	0.0	2	3.0	0.0	22	3.2	1.2	22	2.5	1.3
15	8	4.2	1.2	28	4.5	0.7	64	3.9	1.1	1	3.0	0.0	2	3.5	0.7	22	3.4	1.6	23	2.9	1.3
16	8	3.0	1.6	28	3.8	1.4	64	2.9	1.3	1	4.0	0.0	2	4.5	0.7	22	3.8	1.2	22	2.7	1.4
17	8	2.5	1.4	28	3.6	1.2	64	2.2	1.1	1	4.0	0.0	2	3.0	0.0	22	3.5	1.2	23	3.8	1.2
18	8	3.2	1.8	23	4.1	0.9	64	3.2	1.2	1	3.0	0.0	2	4.0	1.4	22	4.0	0.8	23	3.9	1.2

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

TRAINING NEED

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N X SD			N X SD			N X SD			N X SD			N X SD			N X SD			N X SD		
	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
1	8	3.2	0.7				234	3.5	1.1	122	3.6	1.1	66	3.5	1.1	5	3.6	0.5	1	4.0	0.0
2	8	3.1	1.2				234	3.3	1.2	122	3.3	1.2	68	3.2	1.0	5	3.4	1.3	1	3.0	0.0
3	8	3.4	1.1				232	3.1	1.1	119	2.8	1.2	67	2.8	1.0	5	2.8	1.3	1	2.0	0.0
4	8	3.5	0.9				235	2.9	1.2	122	3.0	1.2	68	2.7	1.3	5	3.0	1.0	1	2.0	0.0
5	8	3.4	1.3				233	3.2	1.2	122	3.1	1.3	68	3.1	1.1	5	3.6	1.1	1	2.0	0.0
6	8	2.8	1.8				234	3.1	1.4	121	2.9	1.3	68	2.9	1.4	5	3.2	1.6	1	4.0	0.0
7	8	3.1	1.2				234	3.2	1.2	121	3.3	1.2	68	3.2	1.0	5	4.0	1.0	1	2.0	0.0
8	8	2.9	1.2				234	2.9	1.2	121	2.9	1.4	68	2.7	1.1	5	3.2	1.6	1	2.0	0.0
9	8	3.2	1.3				235	3.1	1.2	119	3.3	1.3	66	3.1	1.0	5	3.4	0.9	1	2.0	0.0
10	8	3.8	1.2				236	3.4	1.2	122	3.4	1.2	68	3.3	1.1	5	4.0	0.7	1	2.0	0.0
11	8	2.9	1.5				236	2.7	1.2	122	3.1	1.2	68	2.9	1.2	5	3.8	1.6	1	1.0	0.0
12	8	3.2	1.6				236	3.1	1.2	122	3.1	1.3	68	3.1	1.2	5	3.8	0.4	1	2.0	0.0
13	8	3.6	1.4				233	3.4	1.2	120	3.4	1.3	66	3.2	1.2	5	3.6	0.9	1	3.0	0.0
14	7	2.7	1.0				232	2.9	1.3	121	2.9	1.2	66	2.8	1.1	5	3.0	1.2	1	3.0	0.0
15	8	2.2	0.9				235	2.8	1.2	121	2.9	1.2	66	2.7	1.4	5	2.8	1.8	1	2.0	0.0
16	8	2.5	1.4				234	2.6	1.3	121	2.8	1.4	67	2.4	1.4	5	2.8	1.8	1	2.0	0.0
17	8	3.6	0.7				236	3.2	1.3	121	3.1	1.5	67	3.0	1.3	5	3.8	1.1	1	4.0	0.0
18	8	3.3	0.9				235	3.2	1.3	121	3.2	1.2	67	2.9	1.2	5	3.4	0.5	1	4.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B
TRAINING NEED

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	7	3.6	1.3	28	2.1	1.4	64	3.7	1.1	1	4.0	0.0	2	3.0	0.0	21	3.6	1.5	22	3.8	1.2
2	8	2.8	1.3	28	2.6	1.2	64	3.4	1.1	1	5.0	0.0	2	3.5	0.7	22	3.4	1.1	22	3.6	0.9
3	8	2.5	1.1	28	2.4	1.3	64	2.9	1.2	1	4.0	0.0	2	4.0	1.4	22	3.2	1.3	21	2.9	1.3
4	8	2.2	1.2	26	2.6	1.3	63	3.0	1.3	1	5.0	0.0	2	3.5	0.7	22	3.5	1.1	21	2.7	1.3
5	8	2.8	1.4	28	2.8	1.3	63	3.1	1.2	1	4.0	0.0	2	3.0	0.0	22	3.7	0.9	21	3.0	1.3
6	8	3.2	1.2	28	3.0	1.3	63	2.8	1.4	1	5.0	0.0	2	4.0	1.4	22	3.5	1.4	21	2.6	1.6
7	8	2.8	1.4	28	3.0	1.3	64	3.1	1.1	1	5.0	0.0	2	4.0	0.0	22	3.1	1.5	23	3.2	1.2
8	8	2.6	1.4	27	2.6	1.3	64	2.8	1.3	1	5.0	0.0	2	2.5	0.7	22	3.2	1.1	22	2.7	1.4
9	8	3.4	1.4	28	2.7	1.2	64	3.0	1.2	1	5.0	0.0	2	3.0	0.0	22	3.4	1.2	23	3.3	1.2
10	8	2.8	1.5	28	3.0	1.4	64	3.2	1.3	1	5.0	0.0	2	4.5	0.7	21	4.0	1.0	23	3.3	1.5
11	8	2.5	1.5	27	2.2	1.1	64	2.8	1.2	1	5.0	0.0	2	2.0	0.0	22	2.7	1.2	23	2.8	1.4
12	8	2.6	1.4	28	3.1	1.5	63	3.0	1.2	1	5.0	0.0	2	4.5	0.7	22	3.9	1.3	23	3.0	1.4
13	8	3.1	1.4	28	3.1	1.5	63	3.2	1.4	1	5.0	0.0	2	3.5	0.7	22	3.7	1.2	23	3.3	1.3
14	8	2.5	1.1	28	2.9	1.4	64	3.0	1.3	1	5.0	0.0	2	2.5	0.7	22	3.2	1.2	22	2.7	1.3
15	8	2.5	1.2	28	2.2	1.2	64	2.8	1.3	1	4.0	0.0	2	1.0	0.0	22	2.3	1.4	23	2.5	1.4
16	8	2.2	1.4	28	2.6	1.5	64	2.9	1.2	1	3.0	0.0	2	3.0	0.0	22	3.0	1.5	22	2.6	1.3
17	8	2.4	1.3	28	3.5	1.3	63	3.1	1.4	1	4.0	0.0	2	3.0	0.0	22	3.4	1.1	23	3.3	1.4
18	8	2.5	1.1	28	2.9	1.4	64	3.2	1.2	1	5.0	0.0	2	2.0	0.0	22	3.6	1.1	23	3.0	1.3

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

INSERVICE INDEX

ITEM	1 ADMINISTRATOR K-9 REG ED			2 ADMINISTRATOR 10-12 REG ED			3 REGULAR TEACHER K-6 REG ED			4 REGULAR TEACHER 7-9 REG ED			5 REGULAR TEACHER 10-12 REG ED			6 RESOURCE TEACHER K-12 REG ED			7 RESOURCE TEACHER K-12 SP ED		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	8	22.0	3.6				233	23.4	4.4	121	22.4	4.7	66	22.8	4.3	5	22.4	3.6	1	27.0	0.0
2	8	21.8	5.1				234	21.6	5.2	121	20.5	5.1	67	20.6	4.8	5	23.0	5.1	1	21.0	0.0
3	8	22.4	5.0				232	19.8	4.8	119	19.4	5.6	67	19.1	5.4	5	20.4	3.9	1	15.0	0.0
4	8	21.8	3.8				234	18.8	5.4	121	18.2	5.3	68	17.5	6.2	5	18.6	4.8	1	15.0	0.0
5	8	22.3	3.6				233	20.0	5.4	121	18.4	5.6	68	19.0	4.9	5	19.6	4.7	1	15.0	0.0
6	8	18.0	5.9				234	19.7	5.5	121	18.3	5.6	68	17.8	6.2	5	19.6	8.0	1	24.0	0.0
7	8	22.6	3.9				234	21.4	5.0	120	21.6	5.2	68	20.7	4.5	5	24.4	3.4	1	15.0	0.0
8	8	18.9	4.2				234	19.3	5.4	121	18.3	6.3	68	17.0	4.8	5	19.8	6.5	1	13.0	0.0
9	8	21.0	4.0				235	20.5	5.1	119	20.5	5.7	66	19.2	5.6	5	22.4	2.4	1	16.0	0.0
10	8	21.9	5.1				235	21.6	5.1	121	21.6	5.1	68	21.4	4.9	5	23.4	3.5	1	15.0	0.0
11	8	17.8	4.9				236	18.3	5.9	122	20.2	5.4	68	20.5	5.0	5	24.0	4.6	1	10.0	0.0
12	8	20.6	5.1				236	20.2	5.7	121	19.7	6.1	68	20.2	5.4	5	23.0	2.4	1	16.0	0.0
13	8	22.2	6.3				233	21.9	5.3	120	21.2	5.7	66	21.0	5.1	5	23.4	3.4	1	24.0	0.0
14	7	18.4	3.3				231	18.1	5.6	119	17.6	5.2	65	17.6	4.2	5	18.8	7.0	1	19.0	0.0
15	8	19.5	3.2				234	21.2	4.9	120	21.1	5.1	65	20.4	5.0	5	21.4	6.8	1	38.0	0.0
16	8	16.5	7.8				233	16.8	6.3	121	17.6	6.3	67	17.2	6.3	5	22.0	3.9	1	18.0	0.0
17	8	22.5	3.5				236	19.7	5.9	121	18.3	6.5	67	18.4	5.6	5	22.8	3.3	1	17.0	0.0
18	8	22.1	3.7				235	21.1	5.5	121	20.3	5.8	67	19.4	5.7	5	22.0	2.9	1	22.0	0.0

MEAN AND STANDARD DEVIATION
BY ITEM AND SUBGROUP

ALL RESPONDENTS - FORM B

INSERVICE INDEX

ITEM	8 SPECIAL TEACHER K-12 REG ED			9 SPECIAL TEACHER K-12 SP ED			10 SUBJECT SPEC K-12 REG ED			11 SUPERVISOR K-12 SP ED			12 THERAPIST K-12 REG ED			13 THERAPIST K-12 SP ED			14 OTHER		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	6	23.8	4.4	28	20.3	4.6	63	23.4	3.9	1	26.0	0.0	2	23.5	0.7	21	25.2	4.9	22	24.9	3.5
2	8	20.1	4.2	28	19.5	5.9	62	21.4	4.6	1	29.0	0.0	2	23.5	2.1	22	23.0	4.2	22	23.3	3.9
3	8	17.8	3.8	28	19.4	4.5	63	19.6	5.0	1	25.0	0.0	2	25.5	6.4	22	22.3	5.0	21	19.6	5.4
4	8	17.2	5.7	26	20.0	5.9	63	19.0	5.4	1	25.0	0.0	2	22.0	1.4	22	23.4	4.7	21	17.3	5.9
5	8	18.5	7.0	28	20.8	3.8	63	19.7	5.3	1	24.0	0.0	2	19.0	0.0	22	23.2	4.3	21	20.6	4.4
6	8	19.9	6.0	28	21.3	3.7	63	18.3	5.7	1	22.0	0.0	2	27.0	4.2	22	23.8	4.9	21	17.8	6.5
7	8	20.2	6.0	28	21.1	5.0	64	20.4	5.3	1	24.0	0.0	2	26.0	1.4	22	21.0	6.9	23	21.8	5.0
8	8	18.2	5.7	27	19.4	5.0	64	18.4	5.4	1	22.0	0.0	2	19.5	3.5	22	21.4	5.3	22	18.0	6.0
9	8	18.1	7.0	28	20.2	5.0	64	19.0	5.1	1	24.0	0.0	2	22.0	1.4	22	22.5	5.0	23	21.3	5.7
10	8	19.0	5.8	28	22.9	4.8	64	20.8	5.8	1	24.0	0.0	2	28.5	2.1	21	25.2	3.8	23	20.9	5.9
11	8	18.2	5.8	27	18.3	4.4	64	19.2	5.1	1	28.0	0.0	2	17.0	2.8	22	18.5	5.7	23	18.6	5.5
12	8	19.0	5.9	28	22.4	5.5	63	19.5	5.5	1	29.0	0.0	2	28.5	2.1	22	25.0	5.3	23	20.0	5.9
13	8	20.6	6.1	28	23.3	4.5	63	20.8	5.7	1	28.0	0.0	2	25.5	2.1	22	25.0	3.8	23	20.6	5.0
14	8	16.8	5.2	28	18.8	4.5	64	18.6	5.6	1	26.0	0.0	2	18.5	2.1	22	20.5	5.8	22	16.6	6.1
15	8	20.8	5.0	28	20.1	4.2	64	20.7	5.1	1	25.0	0.0	2	14.0	1.4	22	18.0	7.0	23	17.7	5.6
16	8	16.1	7.5	28	19.6	5.3	64	17.9	5.2	1	23.0	0.0	2	22.0	11.3	22	21.0	6.5	22	16.7	6.3
17	8	16.5	5.6	28	22.5	4.3	63	18.1	5.3	1	23.0	0.0	2	20.0	2.8	22	21.3	5.4	23	22.0	5.3
191	8	18.9	4.5	28	21.5	4.6	64	20.6	5.6	2	28.0	0.0	2	20.0	1.4	22	23.9	4.1	23	21.19	24

MEAN AND STANDARD DEVIATION
FOR RESPONSE DIMENSIONS BY ITEM

TOTAL RESPONDENTS
FORM B

ITEM	IMPORTANCE			RESPONSIBILITY			ANTICIPATED USE			TRAINING NEED			INSERVICE INDEX		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	603	4.6	0.7	602	4.2	0.9	598	3.9	1.0	598	3.5	1.2	594	23.2	4.5
2	602	4.3	0.9	604	3.7	1.1	602	3.5	1.1	602	3.3	1.2	598	21.3	5.0
3	598	3.8	1.1	597	3.6	1.1	597	3.5	1.1	595	3.0	1.2	594	19.8	5.1
4	601	3.7	1.1	600	3.3	1.2	600	3.0	1.2	599	2.9	1.2	597	18.8	5.6
5	601	3.8	1.1	600	3.3	1.2	601	3.2	1.1	599	3.2	1.2	598	19.3	5.3
6	602	4.1	1.0	602	3.0	1.4	602	3.0	1.4	599	3.0	1.4	599	19.3	5.8
7	603	4.2	0.9	601	3.9	1.1	602	3.6	1.2	602	3.2	1.2	601	21.4	5.1
8	602	3.9	1.1	601	3.2	1.3	601	3.0	1.2	600	2.9	1.2	600	18.7	5.6
9	602	4.0	1.0	601	3.6	1.1	600	3.4	1.2	599	3.1	1.2	599	20.3	5.4
10	604	4.3	0.8	605	3.7	1.1	604	3.5	1.2	604	3.3	1.2	602	21.6	5.2
11	604	3.8	1.1	604	3.6	1.2	604	3.3	1.2	604	2.8	1.2	604	19.1	5.5
12	605	4.1	1.0	605	3.6	1.2	604	3.3	1.2	604	3.1	1.3	603	20.4	5.8
13	597	4.3	0.9	597	3.8	1.2	597	3.6	1.2	597	3.3	1.3	597	21.7	5.4
14	598	3.6	1.1	596	3.0	1.2	595	2.8	1.2	596	2.9	1.2	592	18.1	5.4
15	601	4.3	0.9	600	4.1	1.1	599	3.7	1.1	601	2.8	1.3	598	20.7	5.1
16	601	3.5	1.3	600	3.2	1.3	599	2.9	1.3	600	2.7	1.3	599	17.5	6.2
17	603	4.1	1.1	603	2.9	1.3	603	2.8	1.3	602	3.2	1.4	602	19.3	6.0
18	602	4.3	0.9	603	3.7	1.2	602	3.4	1.2	602	3.1	1.2	602	20.8	5.4

MEAN AND STANDARD DEVIATION
FOR RESPONSE DIMENSIONS BY ITEM

MONTGOMERY COUNTY INTERMEDIATE UNIT
FORM A

ITEM	IMPORTANCE			RESPONSIBILITY			ANTICIPATED USE			TRAINING NEED			INSERVICE INDEX		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	23	4.7	0.5	23	4.3	0.9	23	4.2	0.8	22	2.9	1.0	22	21.8	3.4
2	23	4.8	0.6	23	4.3	0.8	23	4.1	0.8	22	3.2	1.1	22	23.0	3.2
3	23	4.5	0.7	23	4.4	0.8	23	4.1	1.1	23	2.9	1.2	23	21.7	5.0
4	23	4.7	0.6	23	3.6	1.6	23	3.3	1.7	23	2.6	1.3	23	19.4	6.6
5	23	4.4	0.7	23	3.7	1.2	23	3.6	1.1	23	3.2	1.0	23	21.3	4.2
6	23	4.8	0.4	23	4.4	0.9	23	4.5	0.7	22	3.1	0.9	22	23.0	3.4
7	21	3.7	1.1	21	3.0	1.3	23	2.8	1.3	21	3.0	1.6	21	18.6	2.5
8	23	4.5	0.6	23	3.9	1.0	23	3.9	1.1	23	3.1	1.2	23	21.6	5.0
9	23	4.6	0.7	23	4.3	1.1	23	4.2	1.1	23	3.0	1.0	23	22.2	5.2
10	23	3.7	1.4	23	3.5	1.3	23	3.1	1.2	23	3.2	1.5	23	19.8	6.2
11	23	4.8	0.4	23	4.6	0.7	23	4.3	0.8	23	3.0	1.2	23	22.9	4.2
12	23	4.4	0.8	23	3.9	1.1	23	3.7	1.3	23	3.0	1.3	23	20.9	5.5
13	23	4.5	0.8	23	4.3	1.1	23	4.1	1.1	23	3.1	1.1	23	22.3	4.8
14	23	4.6	0.8	23	4.6	0.9	23	4.4	0.9	23	3.3	1.2	23	23.3	4.7
15	23	4.3	0.8	23	3.8	0.9	23	3.7	1.0	23	2.8	1.2	23	20.1	4.3
16	22	4.3	1.0	22	4.4	1.0	22	4.1	1.1	22	3.1	0.9	22	22.2	5.1
17	23	4.2	1.1	23	3.8	1.3	22	3.5	0.9	23	3.1	1.1	23	20.9	4.0
18	22	3.8	1.1	22	3.0	1.0	22	2.8	0.9	22	2.8	1.3	22	19.6	5.6

MEAN AND STANDARD DEVIATION
FOR RESPONSE DIMENSIONS BY ITEM

MONTGOMERY COUNTY INTERMEDIATE UNIT

FORM B

ITEM	IMPORTANCE			RESPONSIBILITY			ANTICIPATED USE			TRAINING NEED			INSERVICE INDEX		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	25	4.9	0.3	25	4.7	0.5	25	4.5	0.7	24	3.5	1.5	24	24.5	5.3
2	25	4.5	0.9	25	4.2	0.8	25	3.9	1.0	25	3.4	1.0	25	22.6	4.9
3	25	4.2	0.9	25	4.2	0.7	25	4.1	0.9	25	3.3	1.3	25	22.8	5.1
4	25	4.4	1.0	25	4.2	1.0	25	3.8	1.1	25	3.4	1.1	25	22.8	5.1
5	25	4.2	1.0	25	3.9	0.9	25	3.7	1.0	25	3.6	0.9	25	22.7	4.3
6	25	4.6	0.9	25	4.3	1.2	25	4.3	1.2	25	3.5	1.3	25	23.8	4.9
7	25	4.3	0.9	25	3.8	1.2	25	3.7	1.3	25	3.2	1.4	25	21.3	6.7
8	25	4.2	1.0	25	3.9	1.2	25	3.7	1.1	25	3.2	1.0	25	21.4	5.1
9	25	4.3	0.9	25	4.2	0.9	25	4.0	0.8	25	3.3	1.2	25	22.3	4.8
10	25	4.5	0.7	25	4.4	0.9	25	4.3	1.0	24	4.0	1.0	24	25.5	3.7
11	25	3.6	1.1	25	3.6	1.1	25	3.4	1.0	25	2.7	1.3	25	18.7	5.7
12	25	4.6	0.8	25	4.2	0.9	25	4.4	0.9	25	4.0	1.3	25	25.4	5.1
13	25	4.7	0.7	25	4.6	0.6	25	4.6	0.6	25	3.7	1.1	25	25.2	3.6
14	25	3.9	0.9	25	3.7	1.1	25	3.2	1.2	25	3.2	1.1	25	20.3	5.5
15	25	4.2	1.1	25	3.6	1.6	25	3.4	1.5	25	2.2	1.4	25	18.0	6.8
16	25	4.0	1.1	25	4.1	1.1	25	3.9	1.2	25	3.1	1.5	25	21.4	6.7
17	25	4.2	1.0	25	3.5	1.5	25	3.5	1.2	25	3.4	1.1	25	21.3	5.2
18	25	4.6	0.6	25	4.4	0.8	25	4.0	0.9	25	3.4	1.2	25	23.3	4.3

APPENDIX P
HANDBOOK CONTENT

HANDBOOK TO MONTGOMERY COUNTY INTERMEDIATE UNIT SERVICES

The work presented or reported herein was performed pursuant to a grant from the United States Office of Education, Bureau of Education for the Handicapped, Handicapped Personnel Preparation 13.451. (Grant Number G007602515, OE Entity Number 1236050261A1, Project Number 451AH60842). The Bureau encourages expression of ideas. However, the opinions expressed herein do not necessarily reflect the positions or policy of the USOE or BEH, and no official endorsement by either should be inferred.

ACKNOWLEDGEMENTS

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The Montgomery County Intermediate Unit has provided support and facilities for this project. For this, we are indebted to Dr. Dennis Harken, Executive Director of the Intermediate Unit, and the members of the Intermediate Unit Board of Directors.

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Mr. Paul D. Duelfer
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HOW THE GUIDE IS ORGANIZED

Introduction

This book is divided into two major parts. The first describes the Intermediate Unit's special education programs and defines the students they serve, while the second addresses other Intermediate Unit services and topics of general concern that affect local school district personnel.

Each special education program section begins with a definition of the area of exceptionality served. This is followed by a flow chart which illustrates the program's referral procedure, and a listing of the minimum criteria for a referral. These subdivisions also contain information on supportive services, documents the districts maintain in their files, placement alternatives, integration procedures, and a roster of each program's staff and the schools they serve. Each subdivision has a key page to help the user locate specific information quickly.

The second portion of the book begins with a section on the Intermediate Unit Curriculum and Educational Planning Services for district teachers and administrators. The purposes, services, usage, and availability of a number of educational assistance agencies are also defined here. Other subdivisions discuss the contemporary issues of confidentiality of student records, student suspensions, and due process requirements. The book concludes with a glossary of special education terms.

Although we have strived for continuity throughout this Guide, individual difference among programs prohibited exact replication from section to section. Therefore, the reader is asked to consult specific program sections when questions arise, rather than try to generalize the information in one subdivision to all programs, services, and procedures.

We have designed this guide as a reference book on Intermediate Unit services for local school district personnel. As such, we hope that the reader will find numerous applications for it.

In planning our work, we anticipated that the book would be used primarily by school administrators when they had questions about the special education needs of individual students. The case of Joseph, an 8-year-old pupil, provides an illustration. Joseph's teacher referred him to the building principal when she noted that he was doing poorly academically, and seemed to be having trouble adjusting in the classroom. The principal contacted the district's pupil personnel director, who arranged for the pupil to be evaluated by the district psychologist.

After the evaluation, the psychologist notified the pupil personnel director that Joseph had scored below average in intelligence testing, and that he was functioning at least two years below grade level. The psychologist recommended that Joseph be placed in a class for educable mentally retarded students. Since Joseph's district didn't operate their own special education classes, he had to be referred to the Intermediate Unit.

To make the referral, the pupil personnel director checked the state definition of an educably mentally retarded child in the EMR section of the Guide to Intermediate Unit Services. Next, he noted the referral procedure in the flow chart and reviewed the minimum criteria for a referral to insure that all of the required steps had been completed.

When their evaluation was accomplished, the Intermediate Unit recommended that Joseph be placed in one of their self-contained classes. After his parents consented, Joseph entered the program.

If the Intermediate Unit hadn't been able to offer placement to Joseph, the pupil personnel director could have used the Guide to Intermediate Unit Services to identify the alternate placements that were available. If the Intermediate Unit had recommended a partially integrated program, the director could have used the Guide to ascertain what supportive services were available to the child. If Joseph had begun special education in a self-contained class, but later improved sufficiently to be integrated into some classes, the Guide would have advised the director of the steps involved in integration.

Local School District - Intermediate Unit Relationships

In the Special Education Plan submitted to the Commonwealth of Pennsylvania by the Intermediate Unit in June, 1976, several important philosophical tenets were identified. They include the concepts of collaborative efforts in planning and program delivery between Intermediate Unit and school district personnel, and that the primary focus of service delivery is in local school districts, with the Intermediate Unit offering back-up and supportive services where it is more economical. Thus, local school district autonomy and responsibility for its own needs are assured, while access to the multiple programming skills of the Intermediate Unit are available when required.

As a final point, we would like to suggest some points which will foster the joint work of local school districts and the Intermediate Unit in providing for the educational needs of exceptional children.

1. School principals are encouraged to observe Intermediate Unit classes, and to consult with itinerant therapists and teachers about their work in the school.
2. Upon request, principals may receive copies of itinerant therapists' and teachers' schedules, and they also may receive copies of each child's yearly report of educational progress.
3. Principals are welcome to participate in conferences with the parents of exceptional children.
4. The principal, appropriate district teachers, and Intermediate Unit teachers, therapists, and supervisors are encouraged to meet and discuss the program of exceptional children.
5. Intermediate Unit teachers should be considered an integral part of the school's faculty, and they should be included in district staff meetings, in-service programs, staff duties, etc., wherever possible.

6. Intermediate Unit teachers follow the administrative rules of the district and the instructions of Intermediate Unit program supervisors.
7. Upon request, Intermediate Unit teachers and supervisors will be available to explain their programs to parents, teachers, and administrators.
8. Special education students should be integrated into special classes, such as, art, gym, etc., on an individual, rather than a mass basis.
9. When a special education student is being considered for integration, the principal, special education teacher and supervisor, and the receiving teacher should jointly discuss the process to be used.
10. If a special education student is being considered for suspension, the principal is encouraged to contact the appropriate program supervisors.
11. If a special education student is moving out of a district, it is requested that the Intermediate Unit be notified as soon as possible.
12. When itinerant services are involved, the school district is asked to notify the itinerant teacher early in the day when one of his or her students is absent.
13. Visitors are welcome to Intermediate Unit classes after prior arrangements are made with the school's administration and the Intermediate Unit.

EDUCABLE MENTALLY RETARDED

Definition**1****Referral Process****2****Minimal Criteria for Acceptance of Referral to Intermediate Unit****3****Supportive Services****4****Placement Alternatives****5****Integration of Special Education Students into Regular Classes****6****Documents Maintained in District Cumulative Folders****7****Intermediate Unit Staff and School Assignment****8**

DEFINITION

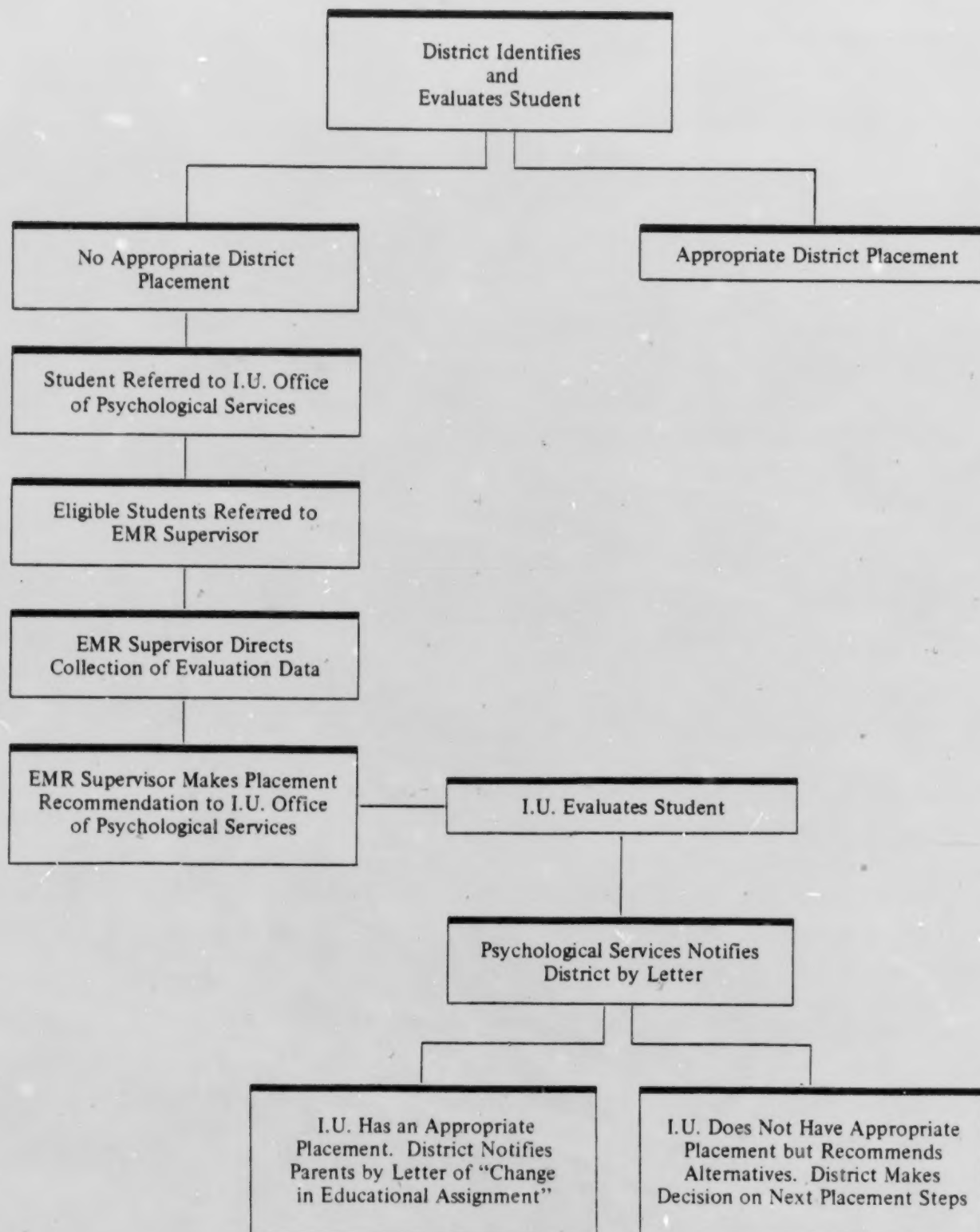
1

Educable Mentally Retarded pupils function at a sub-average intellectual level which impairs their adaptive behavior. This impairment occurs during the formative years of their lives and is associated with impairment in one or more of the following areas:

- A. Learning
- B. Maturation
- C. Social Adjustment

From Pennsylvania Department of Education Standards for Educable Mentally Retarded - 1972

REFERRAL PROCESS



2

MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT

Supervisors: Mr. Michael Reilly
Mr. Spencer Davis

Telephone: 539-8550

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1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. In accordance with Right to Education procedures (as specified in school administrator's memo No. 522) the following information is required:
 - (a) A psychological evaluation in accordance with the Right to Education Consent Agreement.
 - 1) Intellectual functioning should be assessed with a major instrument such as the WISC-R, WAIS, Stanford Binet Intelligence Scale (1972 norms), and/or when necessary, special instruments, such as the Columbia Mental Maturity Scale, Leiter International Intelligence Scale, etc.
 - 2) Psychomotor evaluation including a Bender-Gestalt or Beery-Buktenica Developmental Test of Visual Motor Integration.
 - 3) Social functioning as assessed by a Vineland Social Maturity Scale or a Caine Levine Social Competency Scale.
 - 4) Achievement as assessed by an Individual Reading Inventory* and a Key Math Diagnostic Arithmetic Test.*
 - 5) Personality assessment as indicated by a Sentence Completion Test or Thematic Apperception Test or Children's Apperception Test.*
 - (b) Referral Placement Master Copy F for the referred pupils with Parts 1, 2, and 3 completed and signed by the district school psychologist.
 - (c) A completed and signed 14 page State Evaluation Form (in accordance with the Right to Education Consent Agreement).

*Protocols should accompany referral materials.

- 
3. Students are admitted to EMR classes when it has been determined that their I.Q.'s do not exceed 55-80, including the standard error of measurement. A + 5 I.Q. points has been determined as the acceptable standard error of measurement.
 4. A completed school health record signed by the family's physician of choice (Form 148 CH-10336 Revised), A Private Physician's Report of Physical Examination of Pupil of School Age.
 5. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
 6. Evidence that the referred child has been registered in a local public school district.
 7. Evidence that the child does not exhibit emotional disturbance, sensory impairment, etc.

SUPPORTIVE SERVICES

District

1. Initial psychological evaluation
2. Medical services

Intermediate Unit

1. Psychological re-evaluation
2. When appropriate, itinerant services (speech, hearing, etc.) are provided in participating districts

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through self-contained special classes.

VOCATIONAL SCHOOLS

- (a) Assignment of specific students to the vocational schools is the responsibility of the sending school. Since the vocational schools will accept any student over 14 years of age who can benefit from the program, the number of openings for special education students is limited.
- (b) Special education students are enrolled in area vocational-technical schools in the same way as any other students. Sending districts are notified of how many openings will be available in specific programs.

WORK-STUDY

When appropriate, secondary students can obtain part-time work-study jobs.

INTEGRATION OF SPECIAL EDUCATION STUDENTS INTO REGULAR CLASSES

When a student has made sufficient progress to return to a regular classroom, the following steps are taken for part-time integration:

1. A student is integrated on a part-time basis on the recommendation of the special education teacher and supervisor.
2. A conference is held with the building principal to determine an appropriate placement for the student.



DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of due process letter with parent's signature.
2. Results from psychological tests such as, WISC-R, WAIS, Stanford-Binet Intelligence Scale, etc.
3. *Copies of any correspondence with the Intermediate Unit.
4. Health records.
5. Annual progress report of the student's academic growth.

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1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisors: Mr. Michael Reilly
Mr. Spencer Davis

Telephone: 539-8550

Teacher	District	School
Bruce Weikel	Hatboro-Horsham	Senior High
Jeanne Maguire		Keith Valley Middle School
Andrew Costello	Wissahickon	Senior High
Anne Tornetta	Upper Dublin	Thomas Fitzwater Elementary
Phillip Juska	Wissahickon	Wissahickon Middle School
Susan Shanberger		Mattison Avenue Elementary
Sharon Shapson	Upper Dublin	Three Tuns Jr. High

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

GIFTED/TALENTED

Definition

1

Referral Process

2

Supportive Services

3

Placement Alternatives

4

Documents Maintained in District Cumulative Folders

5

Intermediate Unit Staff and School Assignment

6

DEFINITION

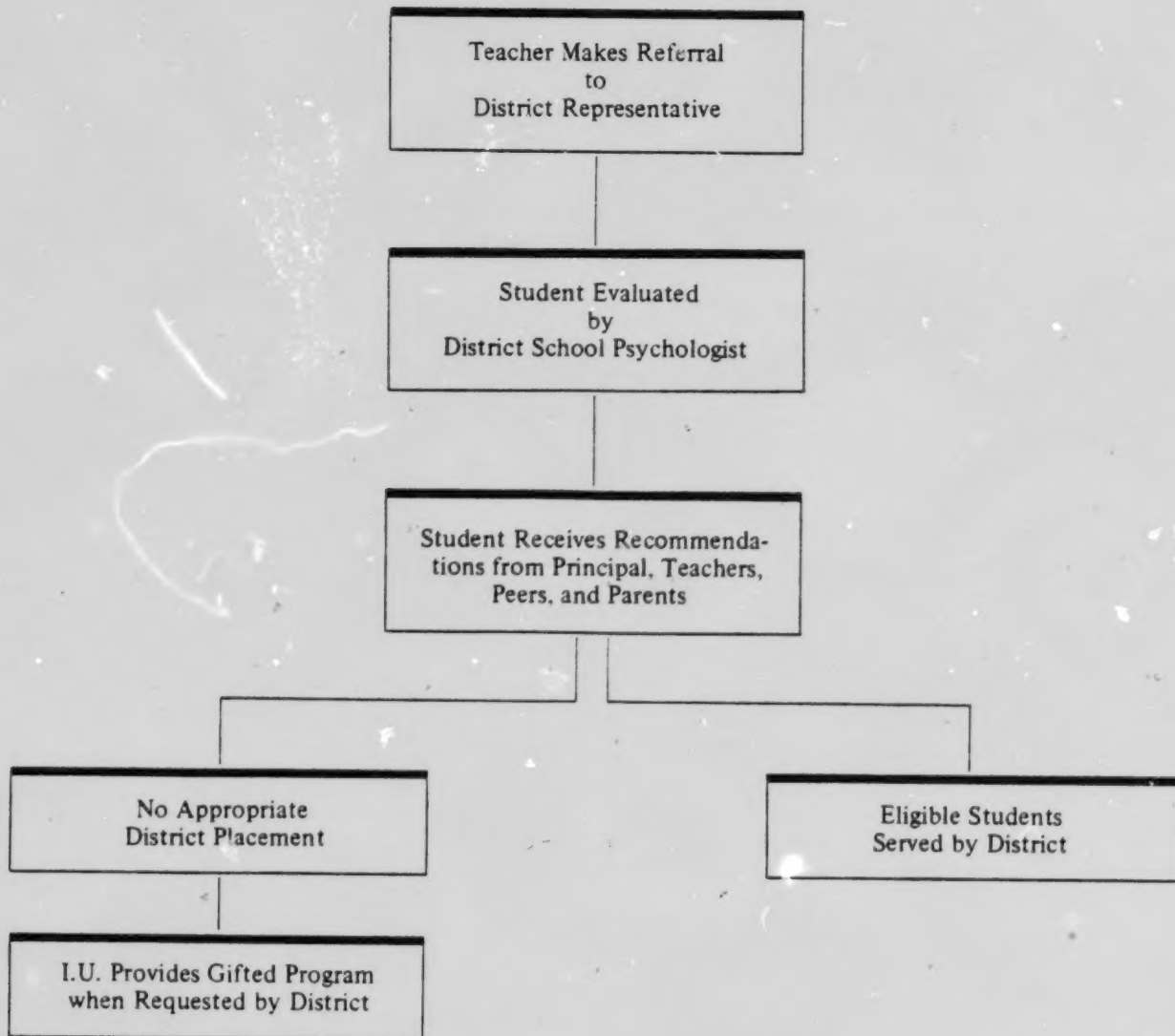
1

Mentally gifted children are those who, in accordance with Department of Education, Bureau of Special Education guidelines, have outstanding intellectual and/or creative ability. The operation of gifted programs requires special activities or services not ordinarily provided by local school districts.

Mentally gifted children of elementary and secondary school age are identified by: teacher recommendation, academic achievement, group and individual psychological testing, and interest inventories which rank them among the top three percent of the nation's school age population in intellectual ability. The programs utilize local school, professional educational service, and community personnel to provide accelerated instruction, enrichment, resource tutoring, independent study, and leadership skills aimed at developing each child's potential.

From Pennsylvania Department of Education Standards for Gifted and Talented - 1972

REFERRAL PROCESS



SUPPORTIVE SERVICES

3

District

1. Initial Psychological Evaluation

Intermediate Unit

1. Programming for gifted students when requested by a local school district.
2. Consultation with district gifted teachers.
3. Consultation with regular classroom teachers who have gifted students in their classes.

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICT

The district provides programming for gifted students.

INTERMEDIATE UNIT

When a district does not have a gifted program, they may request a gifted program from the Intermediate Unit. The type of aid provided by the Intermediate Unit may be a teacher who works with a class of gifted students for 150 minutes a week or consultation services.

DOCUMENTS MAINTAINED
IN DISTRICT CUMULATIVE FOLDER

1. Signed due process.
2. Intellectual assessment administered by certified school psychologist.
3. Official records of student's educational progress and district test scores.
4. Reports from a child study team which includes the child's teacher, principal, school psychologist and/or special education supervisor.

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1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisor: Dr. Ronald Fischman

Telephone: 539-8550

Teacher	District	School
Joan Barber	Wissahickon	Mattison Ave. Elementary Spring House Elementary Lower Gwynedd Elementary Stoney Creek Elementary Blue Bell Elementary
Sheila Buckley	Abington	Highland School Abington Jr. High
Tim Higgins	Upper Merion	Candlebrook Elementary Belmont Elementary Roberts Elementary Gulph Elementary Caley Elementary
Anthony LeStorti	Abington	Glenside-Weldon Elementary Rydal Elementary
Christine Lewis	Wissahickon	Wissahickon Middle School Shady Grove Elementary
Lynne Mass	Upper Dublin	Fitzwater Elementary Jarrettown Elementary Fort Washington Elementary Sandy Run Elementary
Carmen Martire	Abington	Huntingdon Junior High Abington Junior High
	Hatboro-Horsham	Loller Middle School
Cathy Meseroll	Springfield	Penn Manor Elementary Erdenheim Elementary Enfield Elementary
Phyllis Sorof	Hatboro-Horsham	Blair Mill Elementary Pennypack Elementary Hallowell Elementary Loller Middle School
Margie Weintraub	Hatboro-Horsham	Simmons Elementary Horsham Elementary
Donna Hamm	Hatboro-Horsham	Loller Middle School
	Upper Dublin	Ft. Washington Jarrettown Sandy Run
	Wissahickon	Stony Creek

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

HEARING IMPAIRED

Definition and Characteristics of Hearing Loss	1
Description of Intermediate Unit Hearing Services	2
Referral Process for Itinerant Hearing Services	3
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Itinerant Services)	4
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Self-Contained Classrooms for Elementary Grades)	5
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Self-Contained Classrooms for Upper Grades)	6
Intermediate Unit Referral Form for Itinerant Hearing Services	7
Supportive Services	8
Placement Alternatives	9
Integration of Students from Special Education Classes into Regular Classes	10
Documents Maintained in District Cumulative Folders	11
Intermediate Unit Staff and School Assignment	12

DEFINITION AND CHARACTERISTICS OF HEARING LOSS

HEARING IMPAIRMENT

A hearing impairment is a decrease in normal hearing sensitivity. An individual with a hearing impairment has need of supportive services or special placement when this decrease prevents or impedes normal development, performance, or maintenance of effective communication behaviors and/or causes interference with the individual's normal educational process.

CHARACTERISTICS OF HEARING LOSS

Profound sensori-neural (nerve damage) hearing loss: 91 dB and above

Vision is the primary input for information. Speech may be difficult to understand. Language skills will be affected.

Severe sensori-neural (nerve damage) hearing loss: 71-90 dB

Vision and auditory channels are used for information. Speech may be difficult to understand. Language skills will be affected.

Moderate sensori-neural (nerve damage) hearing loss: 55-70 dB

Vision and auditory channels are used for information. Speech problems may be noted. Language will be delayed and word endings may be left off. Small words such as articles and prepositions may be left out.

Sound alike words will be confused, noise and distance are problems, and contribute to inconsistent responses to the spoken word.

Sloping sensori-neural (nerve damage) hearing loss

Hearing drops off at 500, 1000 or 2000 frequencies. Student may not be able to benefit from amplification aids. Student may or may not rely on visual channel. S, Z, sounds may be distorted. Plurals and other word endings may be omitted. Small words may be left off and sound alike words will be confused. Distance and noise will contribute to misunderstanding verbal communication.

Mild sensori-neural (nerve damage) hearing loss

Student may not wear amplification. Directions in the classroom may be confused. Distance and noise will contribute to misunderstanding spoken message. Language may be delayed. Discrimination problems and inconsistent use of hearing and listening skills may be noted.

Conductive Hearing Loss: up to 60 dB

This results from medical problems which may be treated. The level of hearing loss fluctuates which may contribute to difficulties in learning to read. A language gap may be noted between the child's level of ability and level of functioning. This is an invisible handicap which causes some students to appear inattentive and distractible.

Mixed Hearing Loss - combined sensori-neural (nerve damage) and conductive (Problems with the middle ears)

This kind of loss will add to the severity of an existing sensori-neural component.

FACTORS WHICH INFLUENCE FUNCTIONING OF AN INDIVIDUAL WITH HEARING IMPAIRMENT

Factors which contribute to the overall functioning of a hearing impaired person are: the onset of loss, effectiveness and use of amplification, early identification, amplification and training, intelligence, emotional maturity, ambient noise, and distance from speaker. The severity of the loss tells what the person cannot hear but it does not tell how he will be able to function.

Persons who have acquired a hearing loss after three years of age have a knowledge of speech and language which they can use as a base for further development. Persons who have had the advantage of early identification, amplification, and training are demonstrating language facility and progress which justifies early training programs.

DESCRIPTION OF INTERMEDIATE UNIT HEARING SERVICES

2

SERVICE DELIVERY

The Itinerant Hearing Program provides services for children in three different educational settings:

1. Itinerant services for students who are fully integrated in regular district classrooms.
2. Itinerant services for students who are enrolled in self-contained classrooms for the hearing impaired.
3. Itinerant services for students who are enrolled in self-contained classrooms which meet their primary special needs, i.e., learning disability, emotional disturbance, retardation, etc.

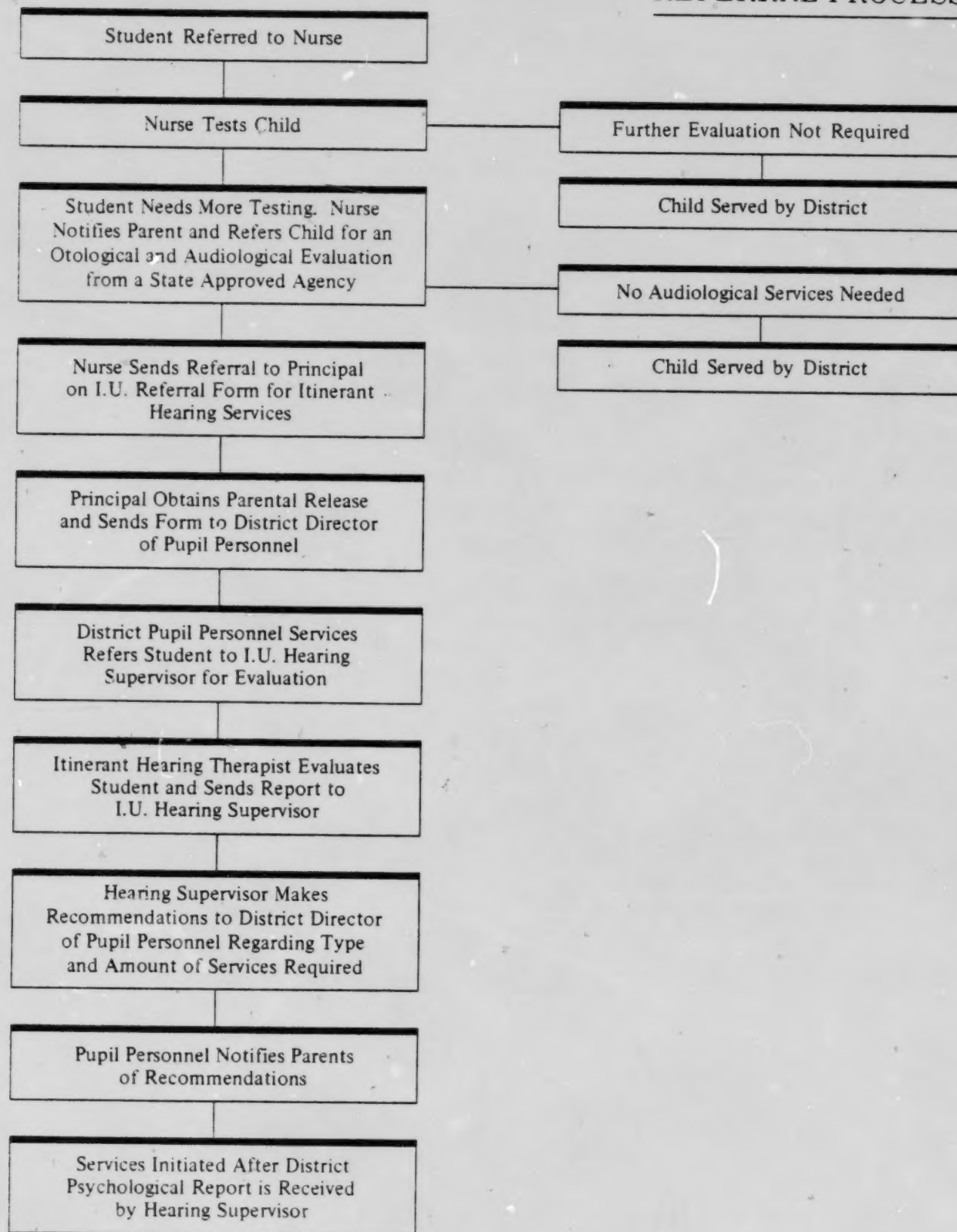
ITINERANT THERAPIST

The itinerant therapist develops language skills and use of the student's residual hearing by using concepts presented in the regular classroom. The therapist also works cooperatively with the school staff, audiologist, psychologist, parents, and other school personnel to provide the most effective learning environment for meeting each student's needs.

SELF-CONTAINED CLASSROOMS

1. The Montgomery County School for Children with Impaired Hearing provides a program designed to develop basic skills within a language based curriculum through the use of total communication.
2. The program in public schools is in self-contained classrooms with some partial integration into regular classes. The program is designed to develop basic skills within a language based curriculum through the use of total communication.

REFERRAL PROCESS



MINIMAL CRITERIA FOR ACCEPTANCE
OF REFERRAL TO INTERMEDIATE UNIT
(ITINERANT SERVICES)

Supervisor: Mrs. Jane McBride

Telephone: 539-8550

4

1. The child must demonstrate a hearing loss on an otological and audiological evaluation performed by an approved clinic.
2. A completed Intermediate Unit Referral Form For Itinerant Hearing Services must be submitted with the otological or audiological evaluation report.

**MINIMAL CRITERIA FOR ACCEPTANCE
OF REFERRAL TO INTERMEDIATE UNIT
(SELF-CONTAINED CLASSROOMS FOR ELEMENTARY GRADES)**

Supervisors: Mr. Marshall Siegel

Mrs. Jane McBride

Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the school district.
 - (b) Written permission has been obtained from parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from parents for further evaluation by Intermediate Unit personnel.
2. The child must be between ages 5 and 8.
3. The child must have an otological and audiological evaluation by an approved clinic which demonstrates at least mild to moderate hearing impairment.
4. The child must have a psychological evaluation which indicates at least normal intelligence. The basis of this evaluation should be: WISC-R (Performance only), Leiter International Performance Scale, Hiskey-Nebraska Test of Learning Aptitude, Columbia Mental Maturity Scale, or other intelligence tests appropriate for hearing impaired children.
5. The child must demonstrate a language delay due to the hearing impairment rather than other concomitant problems.
6. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.

**MINIMAL CRITERIA FOR ACCEPTANCE
OF REFERRAL TO INTERMEDIATE UNIT
(SELF-CONTAINED CLASSROOM FOR UPPER GRADES)**

Supervisors: Mrs. Jane McBride

Mr. Marshall Siegel

Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the school district.
 - (b) Written permission has been obtained from parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from parents for further evaluation by Intermediate Unit personnel.
2. The child's birthdate must fall between the years 1964 and 1965.
3. The child must have an otological and audiological evaluation by an approved clinic which demonstrates at least mild to moderate hearing impairment.
4. The child must have a psychological evaluation which indicates at least normal intelligence. The basis of this evaluation should be: WISC-R (Performance only), Leiter International Performance Scale, Hiskey-Nebraska Test of Learning Aptitude, or Columbia Mental Maturity Scale.
5. The child must demonstrate a language delay primarily due to the hearing impairment rather than other concomitant problems.
6. Child must have speech which is intelligible to the untrained ear.
7. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
8. Evidence that the referred child has been registered in a local public school district.

The following is a copy of the form that school districts should use in referring students to the Intermediate Unit for Hearing Services. Additional copies may be obtained from your pupil personnel director or from the Intermediate Unit Hearing Services office.



**MONTGOMERY
COUNTY
INTERMEDIATE
UNIT**

SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-519-8550

REFERRAL FORM FOR ITINERANT HEARING SERVICES

To be completed by School Nurse and/or Referral Source

- I. Identification Information Date / /
1. Student name 2. Birthdate mo. day year
3. School 4. District 5. Grade
6. Teacher 7. Parent Name
8. Home Phone 9. Home Address
- 10.a. Nurse number and street
- 10.b. Referral Source City State Zip
- (if not nurse) 11. Relationship
- to student

II. Referral Information

Reason for referral (indicate reasons which lead you to believe this student should be evaluated for auditory screening and services).

1. To be completed by referral source
-
2. To be completed by school nurse
-

III. Approval of Referral for Itinerant Hearing Services

1. Principal's approval yes no signature date
2. Parent approval yes no signature date
3. District Director of Pupil Personnel yes no signature date

IV. Attachments - copy of student audiogram

Send completed form to Supervisor of Hearing Services, Intermediate Unit, above address.

SUPPORTIVE SERVICES

District

Psychological evaluation
for placement

Intermediate Unit

Psychological services
if placement is in a
self-contained class-
room

Private

Parents take child for otological
and audiological services at a
facility approved by the Depart-
ment of Health's Hearing
Conservation Program

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the I.U. for placement in I.U. operated programs. The I.U. provides programs for those children through special classes, integrated classrooms, and itinerant services.

PRIVATE SCHOOLS

When the I.U. programs are not able to accommodate those students, they are referred to private schools for placement.

INTEGRATION OF STUDENTS FROM SPECIAL EDUCATION CLASSES INTO REGULAR CLASSES

Early January

The Hearing Impaired classroom teacher checks to see that the psychological reports are up-to-date on all prospective students. (Psychologicals must be no older than two years).

Mid-to-end February

- a. At the request of the Hearing Impaired classroom teacher, the Intermediate Unit supervisor calls an initial meeting with school therapists, other teachers, supervisor, psychologist, etc., to review all test results to determine if the child meets criteria for public school placement.
- b. The Hearing Impaired classroom teacher observes possible future regular classroom teachers to prepare for the child's integration.
- c. The Intermediate Unit supervisor requests that arrangements be made for tutoring (DEBE 510 Helper Services) to begin when the student is integrated.

Week of March 1st

- a. The Intermediate Unit supervisor notifies the District Director of Special Services of the child's readiness for public school placement.
- b. The District Director of Special Services contacts the Intermediate Unit supervisor regarding approval no later than April 1st.

Week of April 1st

- a. The Intermediate Unit supervisor gives final approval or disapproval for integration.
- b. The Intermediate Unit supervisor notifies the Hearing Impaired classroom teacher.
- c. The Hearing Impaired classroom teacher arranges a team conference with parents to explain possible public school placement, and obtains their approval to release student records to the receiving public school.
- d. The Intermediate Unit supervisor goes to the District Director of Special Services and principal to confirm student's enrollment, and to describe student's previous educational program, the itinerant hearing therapist's role in the new assignment, and criteria for an effective classroom teacher.
- e. The Intermediate Unit supervisor delivers student records to the district.
- f. The Hearing Impaired teacher arranges for itinerant therapist to:
 - (a) Observe student in self-contained classroom.
 - (b) Attend a team conference and make recommendations regarding integration.
- g. The classroom teacher and itinerant therapist meet with the principal to discuss the child. The itinerant therapist extends an invitation to the principal and other staff members to observe the child in present classroom. (Invitation must be extended by May 1st and visit completed by May 14th).

- h. The itinerant therapist explains itinerant services and program to parents.
- i. The classroom teacher arranges a final parent conference to:
 - (a) Have parents request that audiological reports be sent to the school.
 - (b) Sign release form for transferring final records.
 - (c) Advise parents to inform child of public school placement.
 - (d) Suggest parents arrange for the child to visit new class before end of school.
- j. The Montco school nurse sends (upon parental release) health forms to child's prospective school by June 15th.

DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Due Process
2. Medical Records
3. *Summary of Services

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisors: Mr. Marshall Siegel

Mrs. Jane McBride

Telephone: 539-8550

*add teachers
in this or
separate
sheet*

Teacher	Itinerant Teacher	District	School
	Anne Bourdon	Lower Moreland Upper Dublin	Middle School Pine Road Elementary T. Fitzwater Elementary Jarrettown Elementary Sandy Run Elementary Sandy Run Jr. High Senior High
	Virginia Craig	North Penn Springfield Wissahickon	High School Enfield Elementary Hillcrest Middle School Penn Manor Elementary Senior High School
	Carole Garay	Abington Cheltenham	Ardsley School (Elementary) Cadwalader Training Center Glenside-Weldon Elementary McKinley School (Elementary) High School Myers Elementary
	Randi Goldis	North Penn	Pennbrook Jr. High Pennsdale Jr. High Pennfield Jr. High Hatfield Elementary High School Line Street Elementary

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

Teacher	Itinerant Teacher	District	School
	Ellen Mager	Pottsgrove	High School
		Pottstown	Intermediate School
			Jefferson School (Elementary)
			Jr. High School
		Upper Perkiomen	Rupert School (Elementary)
			Hereford Elementary
			Middle School
			Red Hill Elementary
	*Eileen McDonnell	Perkiomen Valley	Kulp Elementary
			Middle School
		Spring-Ford	Skippack Elementary
			Jr. High School
			Oaks Elementary
			Royersford Elementary
			Sr. High School
	Francine Pollikoff	Colonial	Highfield Elementary
			Plymouth Elementary
		Lower Merion	Hervey S. Walker Elementary
			Ardmore Jr. High
			Bala-Cynwyd Jr. High
			Harriton High School
			Lower Merion High School
			Narberth Elementary School
			Penn Wynne Elementary
			Welsh Valley Jr. High
	Ruthann Pasker	Colonial	Plymouth Elem. self-contained class
		Intermediate Unit	Montgomery County School
		Lansdale	
*Western Montco			

Teacher	Itinerant Teacher	District	School
	Charlotte Robinson	Intermediate Unit Methacton Norristown	Physically Handicapped School Woodland Elementary Cole Manor Elementary Hancock Elementary High School Marshall Street Elementary Penn Square Middle Stewart Middle
	Flora Rockovitz	Intermediate Unit (Lansdale) Souderton	Montgomery Cty. School for Children with Impaired Hearing Indian Crest Jr. High Sr. High School Telford Elementary
	Jeanne Stakias	Hatboro-Horsham Upper Moreland	Crooked Billet Elementary Horsham Elementary Keith Valley Middle Loller Middle Sr. High School Jr. High School Round Meadow Elementary Sr. High School
Brenda Batdorf		North Penn	Gwyn-Nor Elementary
Beryl Norris		Colonial	Plymouth Elementary
Margaret Casebeer Marcia Volpe Marjorie Cooper		Services Available to Eligible Children From All Districts	Montco School for Children with Impaired Hearing
	George Kelly*	Abington	Cedar Road Elementary Glenside-Weldon Elementary Glenside-Weldon Jr. High Hamilton Avenue Elementary Highland Elementary North Hills Elementary Overlook Elementary Rydal Elementary Willow Hill Elementary

*Language Therapist

**LEARNING AND ADJUSTMENT
(BRAIN INJURED/EMOTIONALLY DISTURBED)**

Definition

1

Referral Process

2

Minimal Criteria for Acceptance of Referral to Intermediate Unit

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Supportive Services

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Placement Alternatives

5

Integration of Special Education Students into Regular Classes

6

Documents Maintained in District Cumulative Folders

7

Intermediate Unit Staff and School Assignment

8

DEFINITIONS

Emotionally Disturbed

Children are construed to be socially and emotionally disturbed when their reactions to life situations are so personally unrewarding and inappropriate as to be unacceptable to peers and adults.

For purposes of special education, socially and emotionally disturbed children are those who, because of mental illness or psychological stress, exhibit overt behavior ranging from aggressive destruction to morbid withdrawal. These conditions prohibit the children from functioning successfully in the classroom.

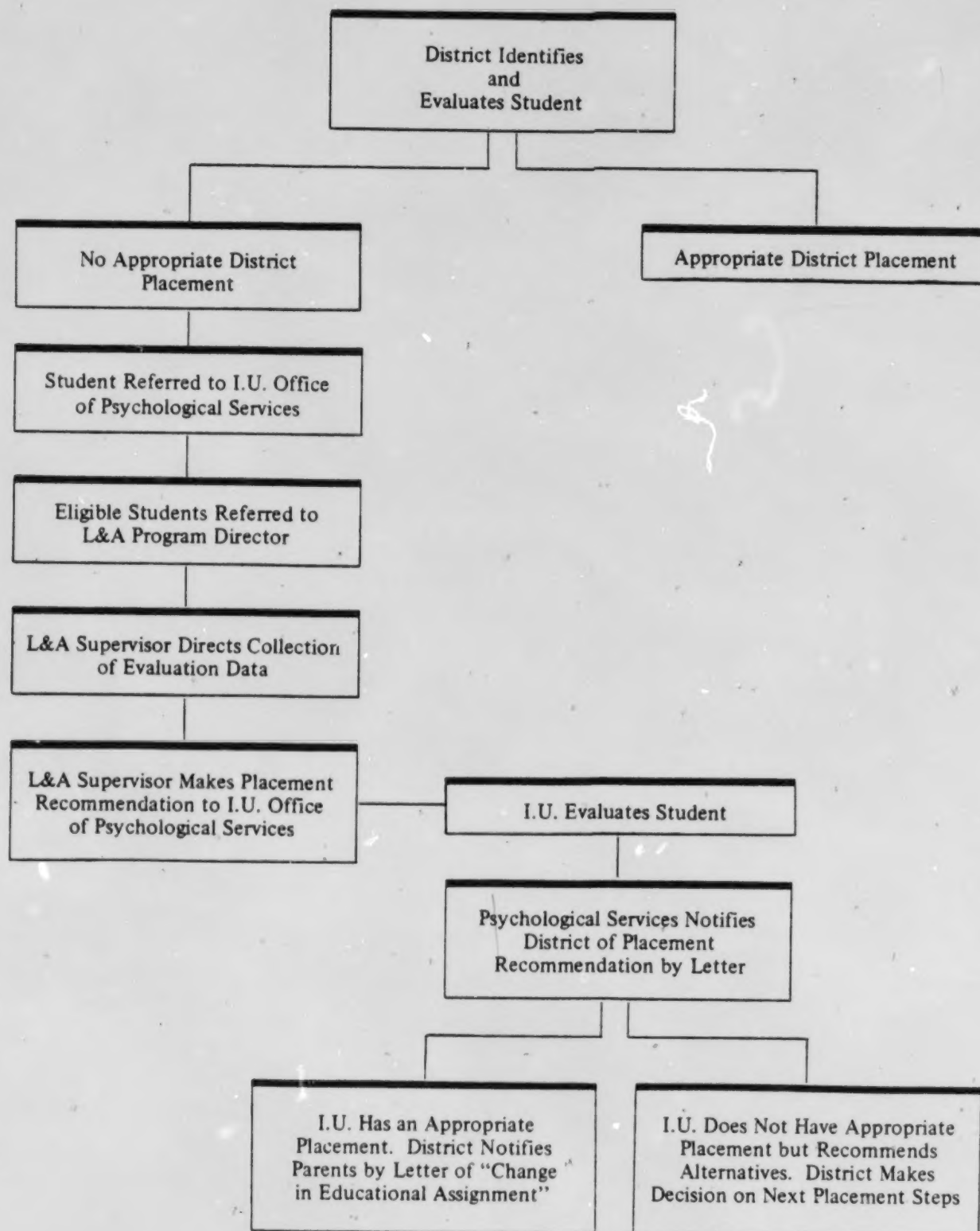
Brain Injured

Brain injured pupils have suffered insult to the brain before, during, or after birth which interferes with the integrity of the organism. This interference disrupts the development of basic ego skills, success and feelings of adequacy, and infringes upon the individual's opportunities for education.

Learning and Adjustment

The Intermediate Unit learning and adjustment program serves children with social and emotional problems and brain injury with accompanying emotional and academic problems. This program may be distinguished from the Learning Disability program in that the children all have emotional disturbances in addition to their learning difficulties and, thus, need the therapeutic aspects of the curriculum offered by the learning and adjustment program.

REFERRAL PROCESS



2

MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT

Assistant Director: Mrs. Nancy Anderson
Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the student within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. Evidence that a suspected emotionally disturbed student's problems are severe enough to prevent the child from functioning in a regular class placement. Consideration should include not only antisocial and acting out behavior, but also evidence of withdrawal, depression, or bizarre behavior suggestive of loss of contact with reality. Processing difficulties may also be present. This information should be in the form of signed and dated anecdotal records from the referring source.
3. For a brain injured student, signed and dated anecdotal records and observations from teachers, supervisors, and psychologists, providing evidence of behavioral problems such as, hyperactivity, poor attention span, impulsivity or emotional problems should be sent from the referring source. This may also include documentation of perceptual motor dysfunction.
4. A student suspected to have an emotional disturbance must have had a psychological evaluation by the district psychologist which included:
 - (a) Intellectual assessment based upon one of the following: WAIS, Stanford Binet, WISC-R.
 - (b) Educational evaluation based upon: WRAT, PIAT, or Woodcock and Key Math. This evaluation must have occurred within three months of the referral date.
 - (c) Projective testing such as: Rorschach, TAT, Sentence Completion Test. Protocols must be included with interpretations. CUT
5. A student suspected of brain injury must have had a psychological evaluation by a district psychologist which included:
 - (a) Intellectual assessment based upon one of the following: WAIS, WISC-R, Stanford Binet.
 - (b) Psychomotor assessment based on Bender-Bestalt Test or Beery-Bukentica Developmental Test of Visual Motor Integration.
 - (c) Educational assessment based upon WRAT or PIAT, or Woodcock and Key Math.
6. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.

SUPPORTIVE SERVICES

District

1. Complete psychological evaluation

Intermediate Unit

1. Psychiatric evaluation
2. Neurological evaluation when deemed necessary
3. Social work services
4. Psychological re-evaluation as needed
5. Master Itinerant teacher
6. Itinerant speech clinicians, hearing therapists and vision consultants

Where students are half-time in Intermediate Unit special education classes and half-time in the vocational-technical school, the Intermediate Unit provides direct psychological, social services, and master itinerant teacher supportive help as needed. Where the student has been integrated from special education into vocational education or regular education, the Intermediate Unit provides some follow-up help in the form of master itinerant teachers where needed.

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through special classes, integrated classrooms, and itinerant services.

PRIVATE SCHOOLS

When the Intermediate Unit programs are not able to accommodate those children for lack of staff, funds, or space, the children are referred to private schools for placement. In certain cases where it is felt advisable for the child to have a totally structured educational environment, a referral is made by the school district to private school for residential placement.

VOCATIONAL SCHOOLS

The enrollment for emotionally disturbed students at the area vocational schools is an open enrollment, which means that all students are enrolled at the vocational-technical school through the regular channels of the participating school districts.

HOMEBOUND INSTRUCTION

In a very few selected cases where the child is not acceptable to the private schools, and the severity of the impairment will not permit group programming, homebound instruction provides a viable temporary alternative.

INTEGRATION OF SPECIAL EDUCATION STUDENTS INTO REGULAR CLASSES

As soon as the teacher, master itinerant teacher, and supervisor feel that a student is capable of returning to a regular classroom, steps are taken to begin to integrate him or her into such a class. The following are the steps for transferring special education students, on a full or part-time basis, to a mainstream education program:

1. Upon recommendation of the special education teacher and supportive team, a child is integrated into regular classes on a part-time basis as his skills and behavioral controls improve.
2. A conference is held with the principal of the school to determine specific placement for the child.
3. Integration into the mainstream is increased as the student is able to handle it successfully.
4. Full return to regular education is based on the recommendation of the special education teacher, psychiatrist, school psychologist, supervisor, and the other team members.
5. As the child is referred back to regular education on a full-time basis, special education personnel meet with general education personnel to discuss child's progress and on-going needs.

DOCUMENTS MAINTAINED IN
DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of Due Process Letter to parents
2. Psychological re-evaluation administered every three years*
3. A social service evaluation obtained at the time of entrance into the program
4. An annual progress report of the child's academic and emotional growth*

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

Ass't. Director: Mrs. Nancy Anderson

Supervisors: Verna Jean Kerr
June Neely
Josef W. Ridgway
Thomas S. Simek

Telephone: 539-8550

MASTER ITINERANT TEACHER	TEACHER	DISTRICT	SCHOOL	SUPPORTIVE STAFF**
Debra Rubinsohn	Eleanor Chinozsky	Hatboro-Horsham	Blair Mill Elementary	Social Workers
	Dorothy Ruxton		Blair Mill Elementary	
	Susan Shoch		Blair Mill Elementary	Mary Lou Hurwitz
	Debbie Gettes		Horsham Elementary	Phil Turner
	Susan McAuley		Loller Middle	Eunice McWharter
	Michael Murphy		Loller Middle	Erma Metz
	Karen Winsko		Keith Valley Jr. High	Mary Papp
	Rosemary Paul		Hatboro-Horsham Sr. High	Sherri Katz
Joanne Jack	Marilynne Styles	Upper Dublin	Ft. Washington Elementary	Cecilia Rowland
	James Warfel		Ft. Washington Elementary	Joyce Schultz
	Marilyn Fox		Ft. Washington Elementary	Case Workers
	Emma Levering		Thomas Fitzwater Elem.	
	Denise Cahill		Sandy Run Elementary	Judy Knight
	Sandy Waller		Sandy Run Elementary	Anne Schankel
	Roseann Fee		Sandy Run Jr. High	
	Carol Westhoff		Sandy Run Jr. High	
	Marianne Urbanowicz		Upper Dublin Sr. High	
Joseph Hamilton*	Myra Kudosh	Wissahickon	Lower Gwynedd Elementary	
	Rosemary Vigilante		Lower Gwynedd Elementary	
Robert Henson	Marilee Cassidy	Upper Perkiomen	Hereford Elementary	
	Janet McDonald		Hereford Elementary	
	Jenny Hyde		Upper Perkiomen Middle	
	Eleanore Kleinbach		Upper Perkiomen Middle	
Marcia Wicks	Lisa Cozzone	Spring-Ford	Limerick Elementary	

* In addition to responsibility for IU Programs, master itinerant teachers and supervisors also provide consultation services to districts.

** Work across programs in several districts.

**MASTER
ITINERANT
TEACHER**
TEACHER**DISTRICT****SCHOOL****SUPPORTIVE
STAFF****

Susan Linn
Ed Norris
David Smola
John Forlini
Fred Wheeler
Maureen Horan
Madelyn Gosart
Bernard Hymowitz
Michael McCarthy
Rudy Natalini

St. Gabriel's Hall
St. Gabriel's Hall
Montgomery County Youth Center
Montgomery County Youth Center
Montgomery County Youth Center
Norristown State Hospital
Norristown State Hospital
Norristown State Hospital
Norristown State Hospital
Norristown State Hospital

Montford Gallagher

Sally Atkiss
Lee Miller
Angelo Altomare
Debbie Procyson
Diane Baker
Terry Allison
Joann Wexler

North Penn

Knapp Elementary
Montgomery Elementary
Inglewood Elementary
Gwyn-Nor Elementary
Penndale Jr. High
Penndale Jr. High
Elkins Park Jr. High***
Elkins Park Jr. High***
Wyncote Elementary***

Mary Ann Franklin

Irv Gellman
Susan Tucker

Cheltenham

Mary Ann Franklin

Steve Moyles
Frank Romano

Springfield

Hillcrest Middle***
Enfield Elementary***

***District Classes

MASTER ITINERANT TEACHER	TEACHER	DISTRICT	SCHOOL	SUPPORTIVE STAFF**
Gary Cochran	Debbie Webb Susan Maxton Jackie Conaboy Christine Vincent	Souderton	Franconia Elementary Franconia Elementary Franconia Elementary Indian Crest Jr. High	
Patricia Hutchings	Gwen Mittica Winifred Hope Lois Kattleman Tina Weigner Judy Thompson Joseph Davis Stephen Mahan Robert Gordish	Methacton	Eagleville Elementary Eagleville Elementary Eagleville Elementary Arrowhead Elementary Arcola Middle Arcola Middle Methacton Jr. High Methacton Sr. High	
Marcia Wicks Robert Henson	Katherine Sarelakos Marty Yoder Tammy Bauman Karen Souder	Perkiomen Valley	Collegeville-Trappe Elementary Collegeville-Trappe Elementary Cope-Kulp Elementary Perkiomen Valley Jr. High	
William Procyson	Mary Pacioni Diane Boyle Jane Smyth	Pottstown	Franklin Elementary Franklin Elementary Franklin Elementary	
Marcia Wicks	Jeffrey Bauman William Mulhern	Pottsgrove	Pottsgrove Intermediate Pottsgrove Sr. High	
William Procyson Joseph Hamilton	Catherine Hazlinsky Cecelia Kuzovich James Malley	Colonial	Highfield Elementary Highfield Elementary Plymouth Jr. High	

LEARNING DISABILITIES

Definition

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Referral Process

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Minimal Criteria for Acceptance of Referral to Intermediate Unit

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Aims of Curriculum

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Placement Alternatives

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Integration of Special Education Students into Regular Classes

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Documents Maintained in District Cumulative Folders

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Intermediate Unit Staff and School Assignment

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DEFINITION

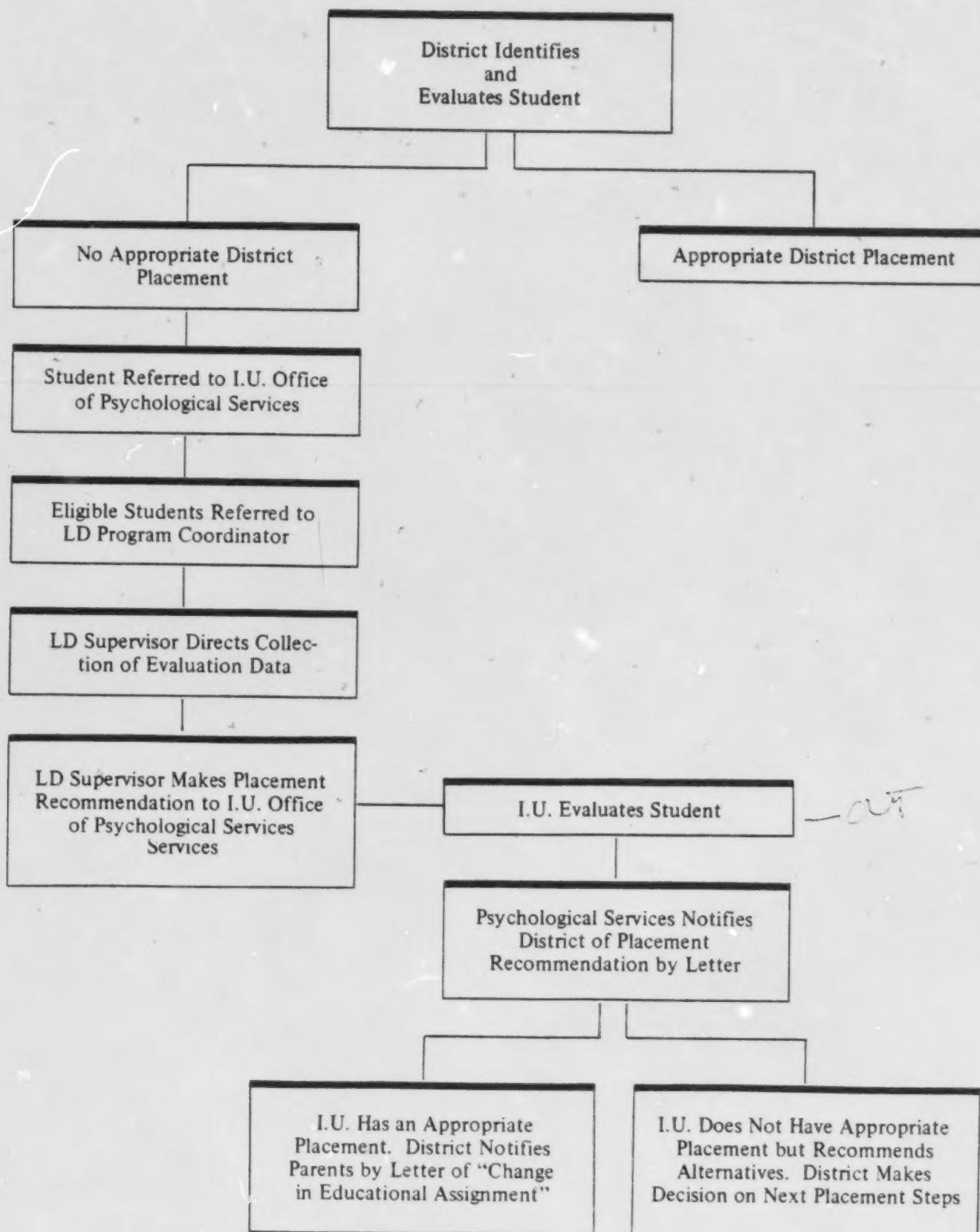
1

Learning disabled pupils have a disorder in one or more of the basic psychological processes. Their problems involve understanding or using spoken or written language. These disorders may manifest themselves in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include dysfunction, dyslexia, and developmental aphasia but they do not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

From Pennsylvania Department of Education Standards for Learning Disabled - 1972

REFERRAL PROCESS

2



MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO I.U.

Coordinator: Dr. Libby Goodman

Supervisor: Mrs. Marianne Price

Telephone: 539-8550

3

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.

2. Psychological evaluation which includes:
 - (a) Intellectual Assessment

The student's performance on an individually administered intelligence test should be reported. Either the Wechsler, Form R, or Stanford-Binet Intelligence Scale may be used. (Test used dependent upon the age of the student).
 - (b) Academic Assessment

The purpose of testing at this point is to establish the existence and degree of educational deficiency in math and/or language (primarily reading) achievement. Tests which yield comprehensive achievement scores (preferably grade equivalent scores) are suited to this purpose. The specific tests utilized for an individual child should be consistent with the student's age and ability level. Academic assessment of spelling, handwriting, and written composition (see attached test listing) is very helpful, though not required.
 - (c) Process Deficit Assessment

Evidence of specific processing or cognitive disabilities corroborates the diagnosis of learning disability. The areas of language, thinking, visual motor, and memory abilities are of primary interest.
 - (d) Emotional Behavioral Assessment

The psychological report should include a statement as to the emotional and behavioral status of the youngster. Relevant testing, anecdotal, and observational information should be included if possible.

3. The referral should include a summary section which clearly states that the youngster is handicapped, the type of handicap, and the substantiation for the classification of the student.

4. Criteria for Program Placement:
 - (a) The existence of a significant discrepancy between achievement and grade placement.
 - (b) For elementary children, achievement levels in math and/or language must be at least one full year below grade placement at the time of testing.
 - (c) For the secondary student, achievement levels in math and/or language must be at least two years below grade placement, and below the seventh grade level.
 - (d) Evidence of specific disabilities based on formal or informal evaluation; functional skills fall far below age expectance.
5. Test protocols of all academic, intellectual, processing, cognitive, and behavioral instruments reported in the psychological should be included in the referral packet.
6. The results of a neurological screening completed by a physician should be included in the referral.
7. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
8. Evidence that the referred child has been registered in a local public school district.

AIMS OF CURRICULUM

4

MAJOR GOALS

The major emphasis for students in this program is on academics; primarily improving their abilities in the basic subjects of reading, language arts, writing, and arithmetic.

READING

Emphasis:

To improve a student's ability to read and understand selections suitable for his or her age and grade level. The maximum reading achievement goal for these students is the ability to read and understand material written at a sixth grade level. The major sub-components encompassed by this goal include:

1. Word attack skills.
2. Comprehension.
3. Study skills such as scanning, developing a flexible reading rate, and paraphrasing material read.
4. Listening skills.

LANGUAGE ARTS

Emphasis:

To improve a student's ability to use and understand concepts and skills commensurate with his or her age and grade level, up to a sixth grade level. The major sub-components encompassed by this goal include:

1. Word usage - appropriate use of grammatical forms for grade levels.
2. Writing - communicating ideas in writing in a logical, organized manner.
3. Capitalization and punctuation.
4. Spelling consistent with grade level.
5. Handwriting - manuscript or cursive (depending upon age), forming letters, and words legibly.

MATH

Emphasis:

To improve a student's ability to compute and use mathematical concepts commensurate with his or her age and grade level. The maximum math achievement goal for these students is the sixth grade performance level. Further, secondary Learning Disabilities students are taught functional mathematics necessary for everyday living. The major sub-components encompassed by this goal include:

1. Basic computation - the ability to add, subtract, multiply, and divide whole and mixed numbers.
2. Problem solving - the ability to use basic computational operations to solve word problems encountered in everyday life.
3. Measurement - the ability to solve problems of time, money, linear and liquid measurement, and temperature.
4. Geometry - the ability to use and understand geometric concepts up to the sixth grade level.
5. Everyday skills - the ability to balance a check book, work out a personal budget, and understand interest notes on a loan.

SUPPORTIVE SERVICES

District Level

1. Psychologist

- (a) Initial psychological (unless contracted with Intermediate Unit)
- (b) Individualized psychological examinations
- (c) Consult with teachers on:
 - (1) Class behavior management
 - (2) Parent problems
 - (3) Student academic and behavioral problems when required

Intermediate Unit Level

1. Psychologist

- (a) Re-evaluation for students in Intermediate Unit classes

2. Itinerant speech and language

3. Itinerant Master Teacher works with:

- (a) Special education teacher
- (b) Regular education teacher
- (c) Parent
- (d) Building principals

4. Itinerant Master Teacher for Mainstreaming

- (a) Assists regular education teachers in receiving and working with mainstreamed students within the regular classroom. This includes assistance with core and supplementary materials, monitoring systems and techniques, and program development in working with the Learning Disabled student in the regular classroom.
- (b) Assists special education teachers in preparing and monitoring student progress with integration into regular class as the goal.

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICT

The district provides for the needs of all the students they are able to accommodate through special classes, resource rooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those students for whom the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for these students through self-contained classrooms, resource rooms, and a mainstreaming program.

PRIVATE SCHOOLS

rephrased When the Intermediate Unit programs are not able to accommodate those students for lack of staff, funds, or space, then they are referred to private schools for placement. In certain cases, where it is felt advisable for the student to have a totally structured educational environment, a referral is made by the district to the private school for residential placement.

2 not

INTEGRATION OF SPECIAL EDUCATION STUDENTS INTO REGULAR CLASSES

In special subject areas such as art, music and gym, all youngsters are integrated with their own age group.

In academic areas, when the teacher and Itinerant Master Teachers feel that a child is capable of benefitting from instruction in a regular classroom, steps are taken to begin to integrate him or her into such a class. Generally, the decision is based on:

1. Achievement in reading and math
2. Social maturity

Steps Taken in Integration

1. The Itinerant Master Teacher meets with the principal to discuss the possibility of integrating the child into a regular classroom on a part-time basis. The factors considered are:
 - (a) The appropriate grade level placement based on the child's performance level in reading and math, and on his or her social maturity.
 - (b) The appropriate receiving teacher, one who will be accepting of the child, understanding of his or her special learning problems, and one who is willing to give him or her the extra attention that may be needed.
2. The Itinerant Master Teacher and special class teacher meet with the classroom teacher to discuss with him or her the possibility of integrating the child into his or her classroom. The child's academic strengths and weaknesses, social behaviors, etc. are discussed. The classroom teacher is invited to observe the child in the special class setting.
3. If the classroom teacher agrees to work with the child, the child's parents are contacted by school principal, and the proposed plan of integration is discussed.
4. If the parents agree to the plan for integration, the special class teacher and the regular class teacher arrange the times when the child will go to the regular class for either reading or math.

5. The Itinerant Master Teacher and special class teacher follow the child's progress in the regular classroom.
6. When the child is successfully integrated into a regular class for one academic subject, the amount of time which he or she spends in a regular class may be increased to include other academic subjects.
7. When the child is ready to be fully integrated into a regular classroom, the district should initiate due process procedures to secure the parent's understanding and consent for change of placement.

Follow-up

1. Once the youngster is back in the regular program, the follow-up phase is initiated.
2. A packet is sent by the Intermediate Unit to the receiving teacher that provides information about the student's academic progress during the past two years. The packet also includes a letter encouraging the teacher to meet with the Learning Disabilities teacher.
3. When a receiving teacher requests a conference with the Learning Disabilities teacher, arrangements are made to release the Learning Disabilities teacher if the conference is arranged during class time.
4. Two follow-up conferences are arranged between the Itinerant Master Teacher and the receiving teacher; one in fall and the other in spring. [Conferences are held for the two successive years after the student has left Learning Disabilities class.]
5. The Intermediate Unit will make arrangements to administer the Stanford Achievement Test to all reintegrated students for the two succeeding years after leaving a Learning Disabilities class.

DOCUMENTS MAINTAINED
IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder by the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of Due Process letter to parents.
2. Psychological evaluations.
3. *Annual progress report.
4. *Achievement test results.
5. *Psychological re-evaluation.

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Coordinator: Dr. Libby Goodman

*Supervisor: Mrs. Marianne Price

Telephone: 539-8550

out

Itinerant Master Teacher	Teacher	District	School
Dr. Jack Eells	Kathleen Brown	Abington	Abington High School
	Nancy Roberts		Rydal Elementary
	Diane Rhodes	Hatboro-Horsham	Glenside-Weldon Jr. High
	Ellen Baum		Keith Valley Middle School
	Thyllis Miller		Blair Mill Elementary
	Barbara Merves	Upper Dublin	Thomas Fitzwater Elementary
	Cynthia Brunelli	Wissahickon	Stony Creek Elementary
	Gail Jurikson		Wissahickon Middle School
Mrs. Mollie Stitt	Mary Vogelsang	Colonial Springfield	Lafayette Consolidated
	Mary Barnhart		Hillcrest Jr. High
	Vivian Robinson		Erdenheim Elementary
	Marilyn Fitzgerald	Upper Merion	Belmont Elementary
	Lila Schaeffer		Belmont Elementary
Miss Joyce Ness	Carolyn Gladstone	Methuon	Arrowhead Elementary
	John Crandall	Pottstown	Pottstown Jr. High
	Anita Zuber		Franklin Elementary
	Theresa Lawless	Souderton	Indian Valley Jr. High
Dr. Cherie Hansen	Rebecca Gross	Cheltenham Wissahickon	Wyncote Elementary
	Janet Blumberg		Wissahickon Sr. High
	Barbara Ferrino		Shady Grove Elementary
	Ellen Svitek		Spring House Elementary
Mrs. Marianne Price	Mary D'Ippolito	Lower Merion	Cynwyd Elementary
Mrs. Melinda Martin	Responsible for Mainstreaming Component in Learning Disabilities Program		

*In addition to responsibility for Intermediate Unit programs, supervisors also provide consultation services to districts.

PHYSICALLY HANDICAPPED

Definition

1

Referral Process

2

Minimal Criteria for Acceptance of Referral to Intermediate Unit

3

Supportive Services

4

Placement Alternatives

5

Integration of Special Education Students into Regular Classes

6

Documents Maintained in District Cumulative Folders

7

Intermediate Unit Staff and School Assignment

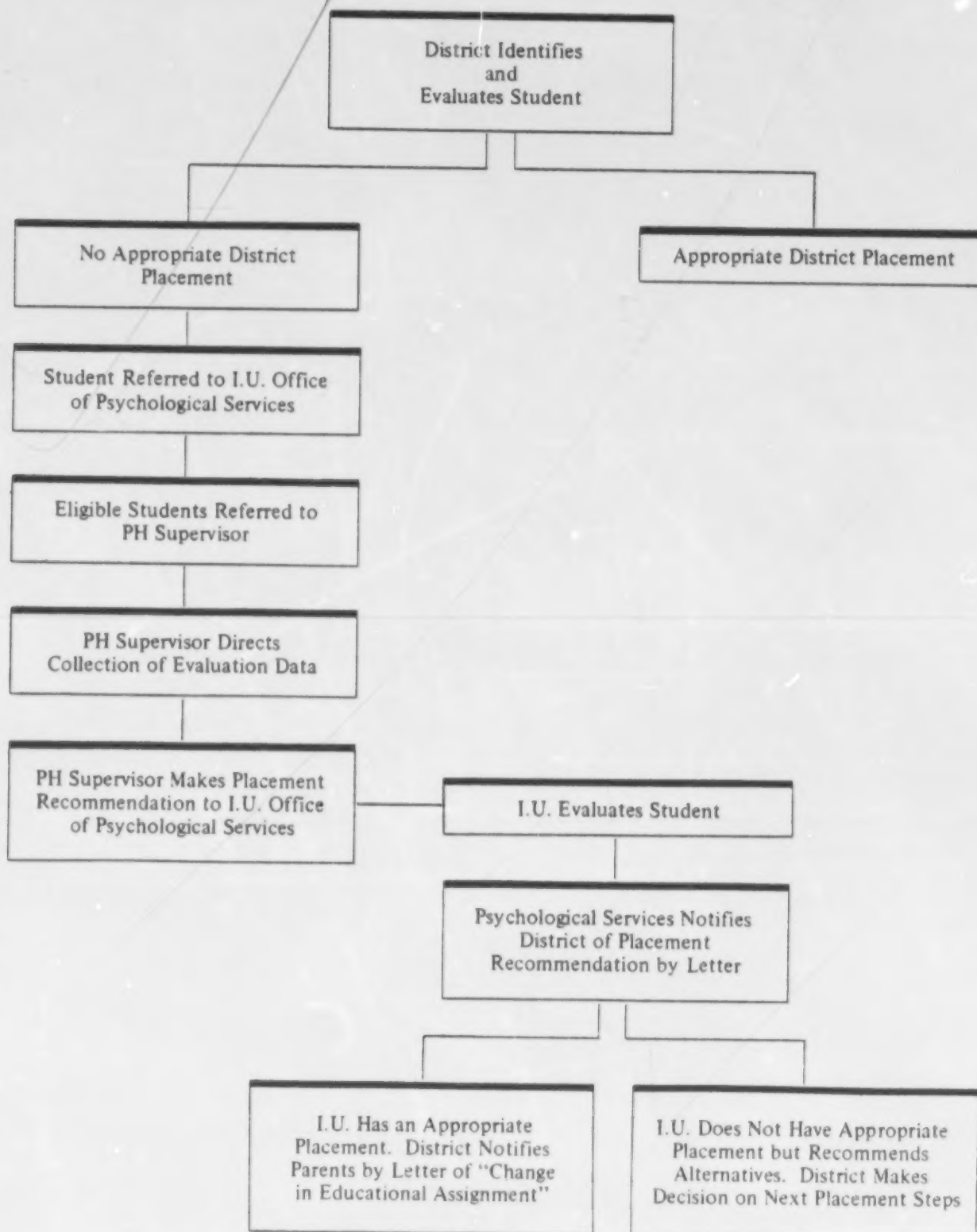
8

DEFINITION

Physically handicapped pupils manifest orthopedic or other health impairments which limit regular classroom attendance and performance. While regular class placement is considered the preferable setting for the physically handicapped pupil, it is recognized that, for some pupils, the severity of their physical handicaps necessitates a special education program.

From Pa. Education Department Standards for Physically Handicapped 1972

REFERRAL PROCESS



MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO I.U.

Supervisor: Mr. Jerry Potter

Telephone: 539-8550

3

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. A psychological evaluation indicating the need for special class placement. Appropriate intellectual, emotional, and achievement assessment techniques must be used depending upon the child's physical limitations. The testing instruments depend on the type and extent of the child's handicaps.
3. In cases where the referred child is educably or trainably mentally retarded, the following information is required:
 - (a) A psychological evaluation in accordance with the Right to Education Consent Agreement (as described in school administrators' memo 522). Intellectual functioning should be assessed with a major instrument such as the Wechsler Intelligence Scale for Children - Form R, Stanford Binet Intelligence Scale (1972 norms), and/or special instruments such as the Columbia Mental Maturity Scale, Leiter International Intelligence Scale and Bayley Scales when necessary.
 - (b) Copy F of the Referral Placement Master with Parts 1, 2, and 3 completed and signed by the district school psychologist.
 - (c) A completed 14-page state evaluation form (in accordance with the Right to Education Consent Agreement).

4. A letter from the pupil's physician indicating:
 - (a) The nature of the child's disability.
 - (b) That the child is capable of being transported to an Intermediate Unit operated class without undue safety hazard to himself or others.
5. A completed school health record signed by the physician of choice A Private Physician's Report of Physical Examination of Pupil of School Age, (Form 148 CH-10336 revised).
6. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.

SUPPORTIVE SERVICES

District

1. Initial psychological evaluation

Intermediate Unit

1. Psychological re-evaluation as needed
2. Speech Therapy
3. Medical
4. Hearing Therapy
5. Vision Therapy
6. Social Worker services
7. Psychiatrists
8. Occupational Therapy
9. Physical Therapy

4

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through special classes.

PRIVATE SCHOOLS

Students are referred to private schools when the recommendation for educational programming is of such a unique character that it cannot be achieved within any public educational program.

VOCATIONAL EDUCATION

Information about opportunities for vocational education may be obtained from the Bureau of Vocational Rehabilitation.

INTEGRATION OF SPECIAL EDUCATION STUDENTS INTO REGULAR CLASSES

Where a child has sufficiently progressed in physical skills and educational achievements to return to his or her home school district, the following procedure is followed:

1. A comprehensive medical, psychological, and educational evaluation is completed involving a multi-disciplinary team.
2. The home school district is assisted in finding placement within a nearby school district where architectural and other environmental restrictions do not exist.
3. All pupils returning from Intermediate Unit classes for the physically handicapped will be periodically followed up by appropriate Intermediate Unit staff at the request of the respective pupil personnel services of the district.
4. In the case of the pupils who are also mentally retarded, the above procedures will be implemented in accordance with the Right to Education Consent Agreement.

DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of Due Process letter to parents
2. Duplicate of Intake Materials:
 - Anecdotal records
 - Psychological evaluation
 - Progress reports
3. Supportive Service Records
4. Health Records
5. *Progress Reports
6. Parent Consent Forms
7. Log Sheet - access to records
8. Medical release for transportation (except homebound and private license facility)
9. *Psychological Re-evaluation reports

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisor: Mr. Jerry Potter

Telephone: 539-8550

Teacher	Supportive Staff	District**	School
Midge Moros	Doris Schwab	Physical Therapist	Physically Handicapped School
Joan Schaediger	Janet Henderson	Occupational Therapist	Physically Handicapped School
Pat Kinzie	Shirley Metz	Speech Therapist	Physically Handicapped School
Kathy Jantz	Lottie Porter	Social Worker	Physically Handicapped School
Connie Gallo			
Dave Snell			

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

**Eligible children from all districts are served.

8

SEVERELY AND PROFOUNDLY MENTALLY RETARDED

Definition

1

Referral Process

2

Minimal Criteria for Acceptance of Referral to Intermediate Unit

3

Supportive Services

4

Placement Alternatives

5

Documents Maintained in District Cumulative Folders

6

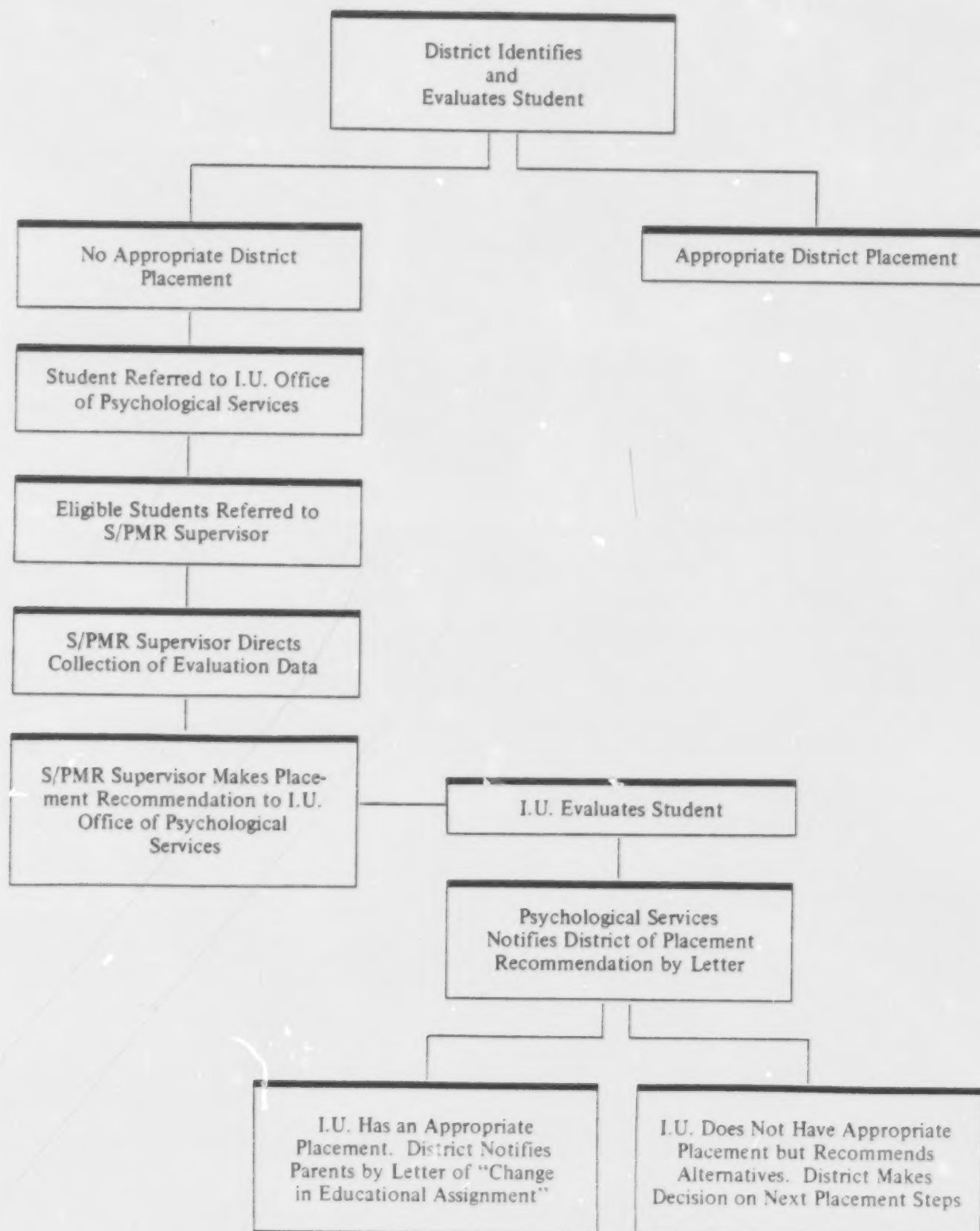
Staff and School Assignment

7

DEFINITION

Profound and Severe Mental Retardation refers to pupils with sub-average intellectual functioning. This problem originates during the developmental period, and is associated with impairments in adaptive behavior such as a slow rate of growth in developmental skills, impaired learning, and poor social adjustment.

REFERRAL PROCESS



MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT

Supervisor: Mr. Jerry Potter

Telephone: 539-8550

3

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. In accordance with Right to Education procedures (as specified in school administrator's memo No. 522) the following reports are required:
 - (a) A psychological evaluation in accordance with the Right to Education Consent Agreement (as described in school administrator's memo 522). Intellectual functioning should be assessed with a major instrument such as the Wechsler Intelligence Scale for Children - Form R, Stanford Binet Intelligence Scale (1972 norms), and/or special instruments such as the Columbia Mental Maturity Scale, Leiter International Intelligence Scale or Bayley Scales when necessary.
 - (b) Referral Placement Master, copy F, with Parts 1, 2, and 3 completed and signed by the district school psychologist.
 - (c) A completed and signed 14 page Right to Education Evaluation Form.
3. Additional written commentary or anecdotal records.

4. When physical or emotional handicaps are present, a letter from the pupil's physician indicating:
 - (a) The nature of the child's disability.
 - (b) That the child is capable of being transported to an Intermediate Unit class without undue safety hazard to himself or others.
5. A complete school health record, A Private Physician's Report of Physical Examination of Pupil of School Age (Form 148 CH-10336 revised), signed by the physician of choice.
6. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.

SUPPORTIVE SERVICES

District

1. Initial psychological evaluation

Intermediate Unit

1. Psychological Re-evaluation
2. Speech therapy
3. Medical
4. Hearing therapy
5. Vision therapy
6. Social worker
7. Psychiatrists



PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through special self-contained classes and home instruction.

PRIVATE SCHOOLS

Referral to private schools is warranted when, as a result of a comprehensive evaluation, the pupil's educational needs are of such a unique character that they cannot be met within any public program for the severely and profoundly retarded. In general, those children exhibiting the more severe levels of handicap, or multiple handicaps are considered for referral to private schools.

DOCUMENTS MAINTAINED
IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Due Process
2. Duplicate of Intake:
 - Anecdotal records
 - Psychological evaluation
 - Progress reports
3. Supportive Service Records/Social Services
4. Health Records
5. *Progress Reports
6. Parent Consent Forms
7. Log Sheet - access to records
8. Medical release for transportation (except homebound and private license facility)
9. *Referral Placement Master
10. *Psychological Re-evaluation Reports

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisor: Mr. Jerry Potter

Telephone: 539-8550

Teacher	Supportive Staff	District	School
Jennifer Favata Kathleen Nilan Marsha Irvin Paula Turner Fennelly Marlene Cianciulli Ellen Schweidel Donna Clayton Terri Pytel Kyle Taylor Janet Fogarty	Margo Orlin Physical Therapist Lana Turner Physical Therapist Connie Person Occupational Therapist Michelle Zeldner Hearing Clinician	**	Center for Developmental Education
Judy Waltman		**	Physically Handicapped School
Deloris Snyder		**	Happy Hill
Kathleen Bolger		**	Lynch Home
Nancy Brown		**	Instructor in Home

* In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.
 ** Eligible children from all districts are served.

Teacher	Supportive Staff	District	School
Abbe Wishner Betti Griggs		Methacton	Worcester Elementary Arrowhead Elementary
Patricia Cooney Kathy Misner Merry Snyder		Perkiomen Valley	Cope Elementary
Mike Prediger		Pottstown	Edgewood Elementary

SPEECH/LANGUAGE

	Definition	1
Intermediate Unit Annual Screening Procedures (flow chart)		2
Intermediate Unit Annual Screening Procedures		3
Referral Process for Students with Suspected Speech and Language Problems		4
Referral Process for Students with Suspected Speech and Language Problems (flow chart)		5
Referral Process Followed when a Speech and/or Language Problem is Identified During Psychological Evaluation		6
Referral Process Followed when a Speech and/or Language Problem is Identified During Psychological Evaluation (flow chart)		7
Due Process Forms		8
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Self-Contained Class for Communicative Disorders)		9
Supportive Services		10
Placement Alternatives		11
Integration of Students from Self-Contained Communicative Disorders Classes into Appropriate Classes		12
Documents Maintained in District Cumulative Folders		13
Intermediate Unit Staff and School Assignment		14

DEFINITION

1

Speech impaired children are those whose speech deviates from accepted standards of their family, social, and cultural community in such a way as to interfere with their communication process.

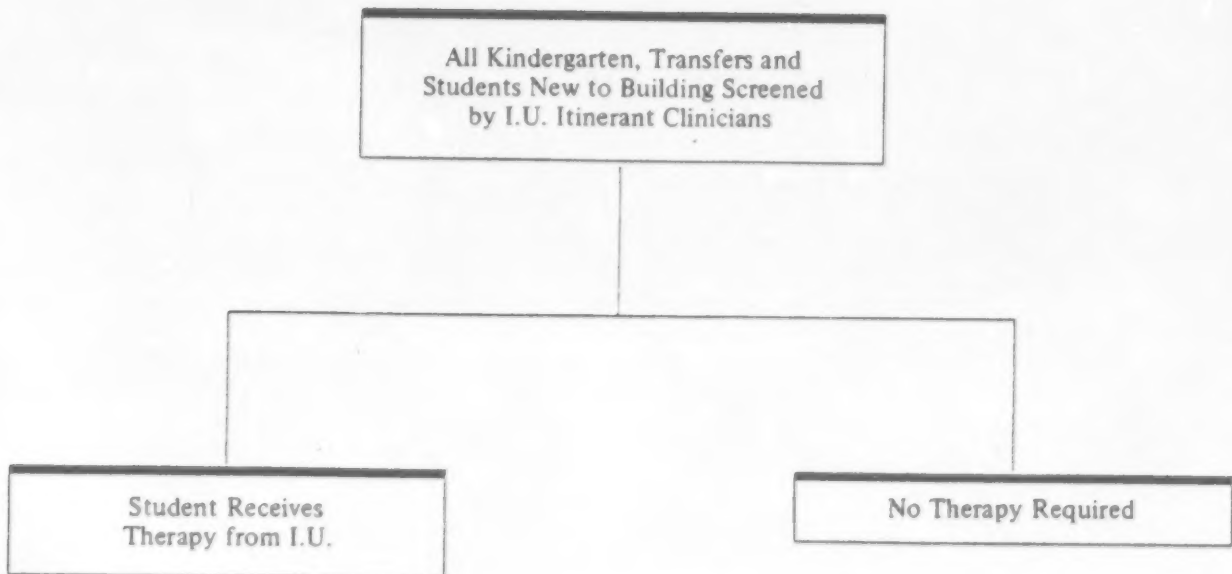
Language impaired children are those whose expressive, receptive, oral and/or graphic language skills deviate from accepted norms in grammatical, morphological, and semantic performance.

From Pennsylvania Department of Education Standards for Speech and Language – 1972

INTERMEDIATE UNIT ANNUAL SCREENING PROCEDURES

For Speech and Language

2



INTERMEDIATE UNIT ANNUAL SCREENING PROCEDURES

Asst. Director of Special Education:	Dr. Robert H. Leiss
Asst. Director of Speech & Hearing:	Mr. Marshall H. Siegel
Supervisors:	Mrs. Jane McBride Mr. Russell Morley
Telephone:	539-8550

3

The Montgomery County Intermediate Unit Speech and Language Screening Test is administered to students each September to identify those children with possible speech and/or language problems. The following are the screening procedures:

1. All screening is carried out by a speech clinician.
2. Children to be screened:
 - (a) Continuing caseload from previous years.
 - (b) Transfer students.
 - (c) All kindergarten students.
 - (d) Referrals from teachers.
 - (e) Conditional dismissals from previous years.
 - (f) All special education children.
3. Areas screened:
 - (a) Articulation and language.
 - (b) Conversation (voice, language, fluency, intelligibility, other sound errors).
 - (c) Brief oral peripheral.
 - (d) Hearing (gross spot check).

4. Evaluation:

- (a) Oral peripheral.
- (b) Vowels and blends.
- (c) Stimulability (Carter-Buck).
- (d) Deep test (McDonald, picture or sentence).
- (e) Motor coordination.
- (f) Language sample.

5. Case selection:

The clinicians select children to be enrolled in therapy. This selection is based on:

- (a) Residual caseload.
- (b) Children seen in summer programs (receive priority).
- (c) Severity.
- (d) Stimulability.
- (e) Age.
- (f) Grade.
- (g) Medical clearance for ENT referrals.
- (h) Review status of children on conditional dismissal.
- (i) Parochial school children serviced within the local district.
- (j) Intermediate Unit policies.

**REFERRAL PROCESS
FOR STUDENTS WITH SUSPECTED
SPEECH AND/OR LANGUAGE PROBLEMS**

4

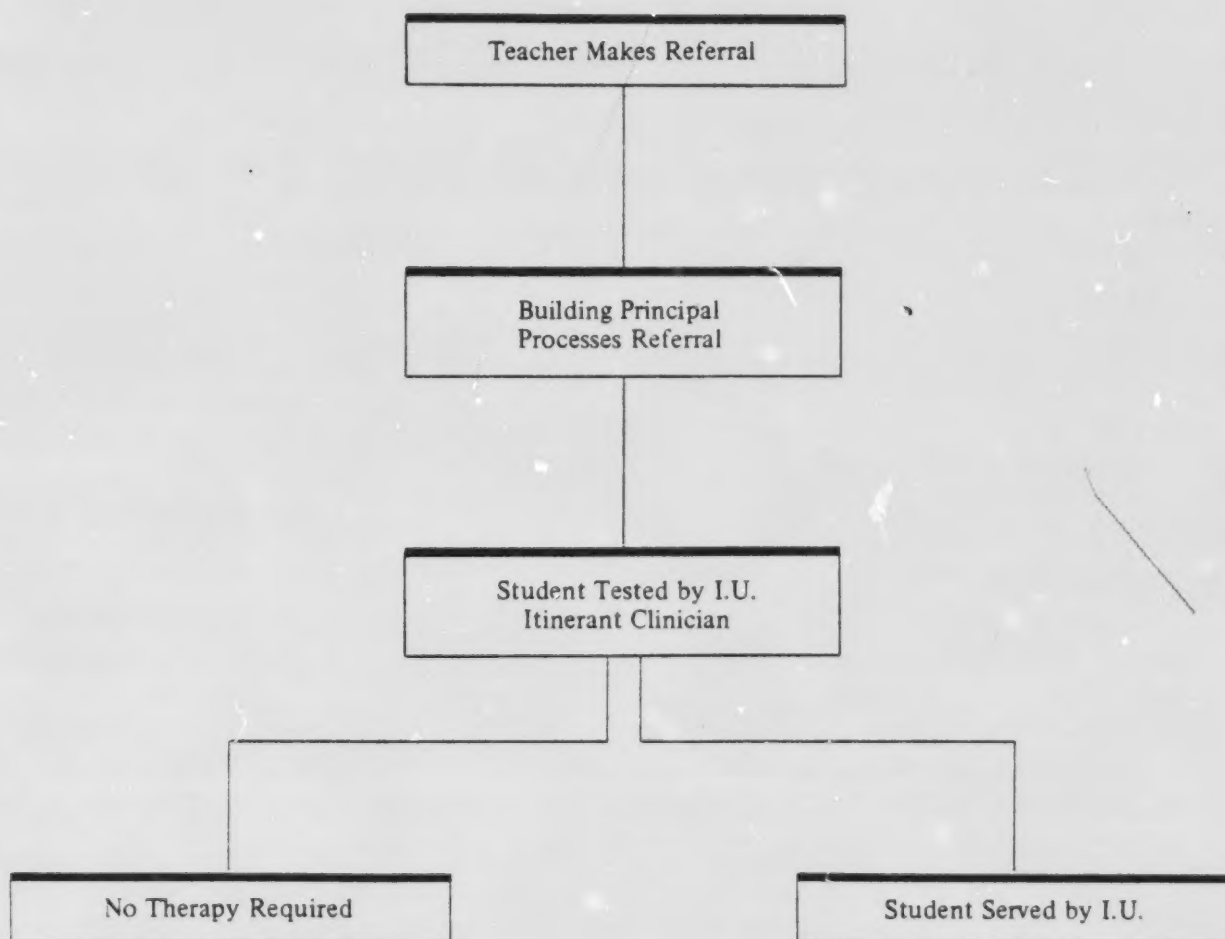
When a student is identified by a general education classroom teacher as possibly needing speech and/or language therapy, the steps identified in the flow chart on the next page are followed.

The areas screened, evaluation, and basis for case selection are the same as those listed earlier in this section under *Intermediate Unit Annual Screening Procedures*.

REFERRAL PROCESS

For Students with Suspected
Speech and/or Language Problems

5



REFERRAL PROCESS

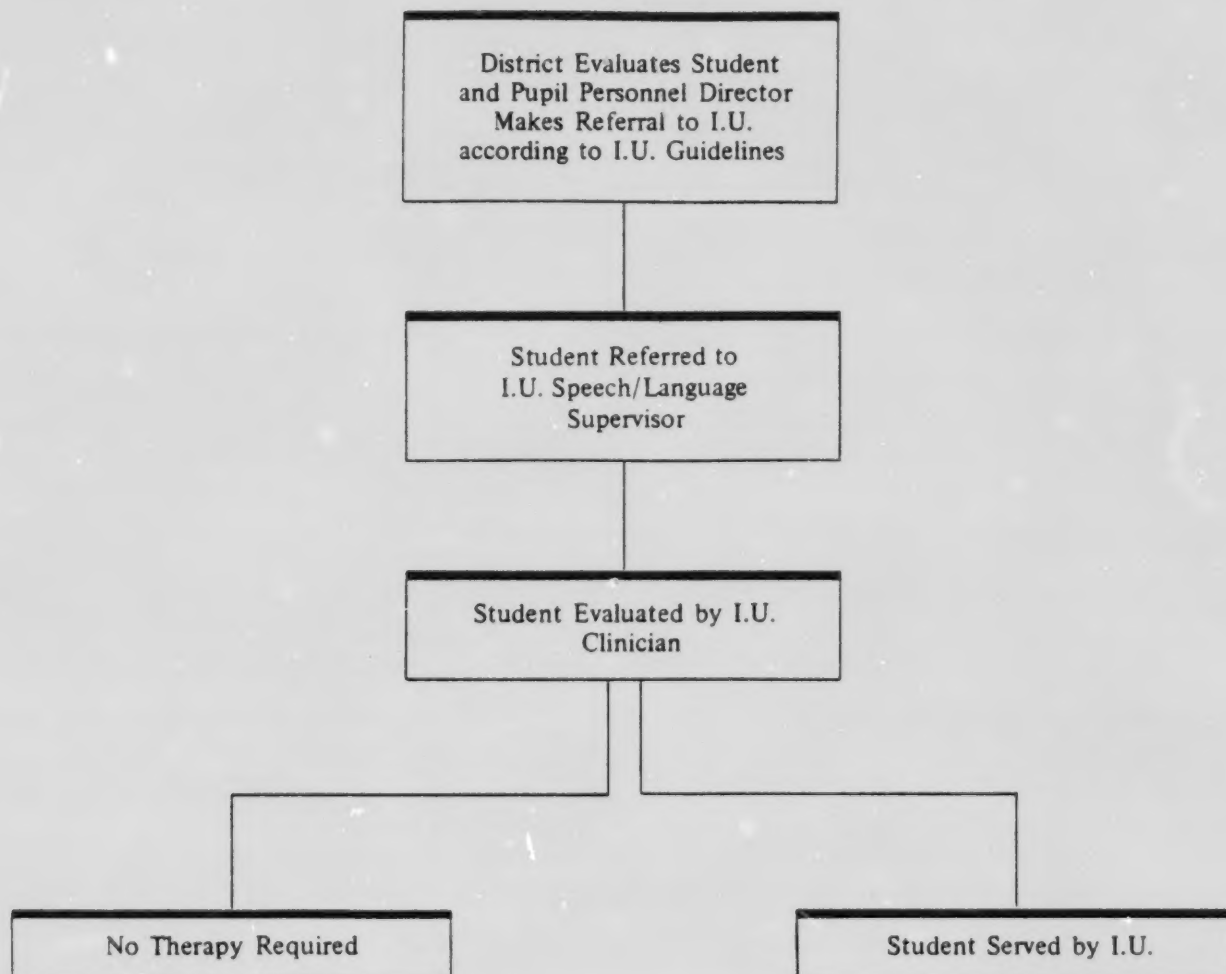
Followed when a Speech and/or Language Problem
is Identified during Psychological Evaluation

6

1. When a student is evaluated by a district psychologist and a possible speech and language problem is noted, the referral process follows the steps outlined on the next page.
2. The appropriate district official should request written parent permission for the Intermediate Unit to evaluate the student.
3. Written parent permission is forwarded to the Intermediate Unit.
4. Upon completion of the Intermediate Unit evaluation of the student, the test results will be forwarded to the district psychologist. Appropriate district personnel should notify parents of test results and recommendations.
5. If therapy is recommended, then due process steps are followed.

REFERRAL PROCESS

Followed when a Speech and/or Language Problem
is Identified during Psychological Evaluation



DUE PROCESS FORMS

1. When a student is to be placed in an Intermediate Unit Speech and Language Program the forms on the next page need to be signed by the parents or guardians.
2. Form 1 is only appropriate for students who receive itinerant services but remain in a regular classroom.
3. Form 2 is appropriate for students in a special education program.

Montgomery County Intermediate Unit

Speech, Language, and Hearing Program
1605 B West Main Street, Norristown, PA 19401

Date _____

Dear _____ :

We recommend that _____ receive the following services in addition to his/her regular education program:
(Name of Child)

If you would like to discuss this proposed assignment, please check the appropriate box at the bottom of this page and return this form to:

(Name and Address of School)

If you request a placement conference, we will provide you a letter which explains your right to request a hearing if you are dissatisfied with the outcome of this conference.

IF THIS FORM IS NOT RETURNED BY (Date) _____, YOU WILL WAIVE YOUR RIGHT TO A HEARING FOR ONE YEAR, OR UNTIL ANOTHER CHANGE IN ASSIGNMENT IS PROPOSED FOR YOUR CHILD, WHICHEVER IS SHORTER.

(Speech or Language Clinician)

(Supervisor of Speech and Hearing)

☐ I approve of your recommendation for assignment. I do not wish to have a placement conference and waive the right for a hearing at this time.

☐ I am requesting a placement conference in order to obtain more information about the recommended assignment.

(Signature of Parent or Guardian)

(Date)

(Signature of Parent or Guardian)

(Date)

Montgomery County Intermediate Unit

Speech, Language, and Hearing Program
1605 B West Main Street, Norristown, PA 19401

Date _____

Dear _____ :

We recommend that _____ receive the following services in addition to his/her special education program:
(Name of Child)

If you would like to discuss this proposed assignment, please check the appropriate box at the bottom of this page and return this form to:

(Name and Address of School)

If you request a placement conference, we will provide you a letter which explains your right to request a hearing if you are dissatisfied with the outcome of this conference.

IF THIS FORM IS NOT RETURNED BY (Date) _____, YOU WILL WAIVE YOUR RIGHT TO A HEARING FOR ONE YEAR, OR UNTIL ANOTHER CHANGE IN ASSIGNMENT IS PROPOSED FOR YOUR CHILD, WHICHEVER IS SHORTER.

(Speech or Language Clinician)

(Supervisor of Speech and Hearing)

☐ I approve of your recommendation for assignment. I do not wish to have a placement conference and waive the right for a hearing at this time.

☐ I am requesting a placement conference in order to obtain more information about the recommended assignment.

(Signature of Parent or Guardian)

(Date)

(Signature of Parent or Guardian)

(Date)

MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT

*(Self-Contained Class for Communicative Disorders)
(Whitemarsh)*

Supervisor: Mrs. Jane McBride

Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the school district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by the Intermediate Unit.
2. The child must be between ages of 5 yrs. 6 mos. and 7 yrs. 10 mos. at time of enrollment.
3. The child will demonstrate a developmental language deficit (M.A. compared to language age score) in excess of 1½ years on at least two of the four defined test measures. Acceptable assessment techniques are:

<u>Test</u>	<u>Competency Evaluated</u>	<u>Score Obtained</u>
A. Carrow Elicited Language Inventory	Receptive Expressive Expressive Syntax	Language Age Score
B. Peabody Picture Vocabulary Test	Receptive Vocabulary	MA Score
C. Northwestern Syntax Scoring Test	Receptive and Expressive Syntax	Language Age Score
D. Developmental Sentence Scoring	Expressive Language	Language Age Score

4. The child will demonstrate a Full Scale WISC I.Q. score of 90 or more and/or a performance scale score of 100 or more, or substantiation of average intelligence based on the Hiskey-Nebraska Test of Learning Aptitude or the Leiter International Performance Scale. There is likely to be a substantial discrepancy (10 points or more) between the verbal and performance scores with the performance scale being the higher of the two.
5. Sensory impairment, if present in the child, must not exceed 35 dB sensory-neural hearing loss as determined by a Pennsylvania state-approved audiological clinic and/or 20/70 visual acuity loss after correction, as determined by ophthalmological or optometric examination. The child must not be severely physically impaired.
6. A child who evidences severe emotional disturbance or lack of behavioral control is not eligible for enrollment.
7. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
8. Evidence that the referred child has been registered in a local public school district.

SUPPORTIVE SERVICES

<u>District</u>	<u>Intermediate Unit</u>	<u>Private</u>
1. Psychological Services	1. Initial Screening	1. Pennsylvania approved audiological clinic
2. Medical Services	2. Psychological Services	2. Pennsylvania Cleft- Palate Program
	3. Audiologist	3. Private Otolaryngologist
		4. Ophthalmological and/or Optometric Services

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for service. The Intermediate Unit provides for those children through self-contained classrooms for communicative disorders, self-contained classrooms with part-time integration in regular classrooms, and itinerant services.

PRIVATE SCHOOLS

When the Intermediate Unit programs are not able to accommodate students, they are referred to private schools for placement.

**INTEGRATION OF STUDENTS
FROM SELF-CONTAINED COMMUNICATIVE
DISORDERS CLASSES INTO APPROPRIATE CLASSES**

1. The Intermediate Unit speech and language supervisor will notify the district's pupil personnel office when a student from the communicative disorders class is ready to return to an appropriate class in the district.
2. The Intermediate Unit will help facilitate the child's transition when such a request is made by the district.
3. In districts served by the Intermediate Unit's speech and language services, the student being integrated will be provided with itinerant services if needed.

DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Due Process
2. Medical Clearance for voice disorders
3. *Summary of services
4. Medical records

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

Itinerant Teacher	District	School
Laurie Robinson	Lower Moreland	Pine Road Elementary Lower Moreland Middle Lower Moreland Sr. High
Miriam Bowes	Lower Moreland	Red Lion Elementary
	Upper Moreland	Cold Spring Elementary Upper Moreland Jr. High Upper Moreland Sr. High
Gayle Leonard	Upper Moreland	Round Meadow - Special Education Center Round Meadow - Elementary
Mary Beth Rice	Upper Moreland	North Willow Grove Elementary Woodlawn Elementary
	Jenkintown	Jenkintown Elementary Jenkintown Jr. - Sr. High
Connie Leiby	Hatboro-Horsham	Pennypack Elementary Hallowell Elementary Loller Middle
Sally Purtell	Hatboro-Horsham	Blair Mill Elementary Crooked Billet Elementary Hatboro-Horsham Sr. High
Kuniko Okamoto	Hatboro-Horsham	Horsham Elementary Simmons Elementary Keith Valley Middle

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

Itinerant Teacher	District	School
Rita McIntosh	Upper Dublin	Fort Washington Elementary Sandy Run Elementary Sandy Run Jr. High
Jeanne Kelly	Upper Dublin	Fitzwater Elementary Jarrettown Elementary Three Tuns Jr. High Upper Dublin Sr. High
Nioma Levine	Springfield	Erdenheim Elementary Hillcrest Jr. High
Marilyn Litchfield	Springfield	Penn Manor Elementary Enfield Elementary Enfield Jr. High Springfield Sr. High
Adelyn Ruggieri	Colonial	Plymouth Elementary Highfield Elementary Plymouth-Whitemarsh Sr. High
Ralph Sholly	Colonial	Whitemarsh Elementary Spring Mill Elementary Whitemarsh Jr. High Plymouth Jr. High
Christina Green	Colonial	Ridge Park Elementary Hervey S. Walker Elementary Lafayette Consolidated
John Busedu	Norristown	Hancock Elementary Rittenhouse Middle Eisenhower Jr. High Norristown Sr. High

Itinerant Teacher	District	School
Agnes Lenard	Norristown	Paul Fly Elementary Penn Square Middle (Special Education Children)
Dorothy Ellis	Norristown	Paul Fly Elementary East Norriton Middle Penn Square Middle
Janet Ortiz	Norristown	Hartranft Elementary Gotwals Elementary Lincoln Elementary Stewart Middle
Deborah Flanagan	Norristown	Cole Manor Elementary Marshall Street Elementary Burnside Elementary
Jill Brahm	Upper Merion	Caley Elementary Roberts Elementary Upper Merion Sr. High
Vardi Lawhead	Upper Merion	Candlebrook Elementary Belmont Elementary Upper Merion Jr. High
Marlene Kalter	Upper Merion	Bridgeport Elementary Gulph Elementary Swedeland Elementary
Gerald Deffobis	Pottsgrove	Ringling Rocks Elementary West Pottsgrove Elementary Pottsgrove Middle Pottsgrove Sr. High

Itinerant Teacher	District	School
Linda Bekemeier	Pottsgrove	Lower Pottsgrove Elementary
	Spring-Ford	Limerick Elementary Consolidated Elementary
Basil Bly	Spring-Ford	Royersford Elementary Spring City Elementary Spring-Ford Jr. High Spring-Ford Sr. High
Susan Wright	Spring-Ford	Oaks Elementary Mont Clare Elementary
	Perkiomen Valley	Collegeville-Trappe Elementary Perkiomen Valley Sr. High
Betsy Barbour	Perkiomen Valley	Cope Elementary
Betsy Montileone	Perkiomen Valley	Kulp Elementary Skippack Elementary Perkiomen Valley Jr. High
Frederick Fertig	Upper Perkiomen	Hereford Elementary Upper Perkiomen Middle Upper Perkiomen Sr. High
Suzanne Pouliot	Upper Perkiomen	Green Lane Elementary Red Hill Elementary
	Souderton	Salford Hills Elementary

Itinerant Teacher	District	School
Eva Beagle	Souderton	Telford Elementary E.M. Crouthamel Elementary Indian Crest Jr. High Souderton Sr. High
Claire Smith	Souderton	West Broad Street Elementary Franconia Elementary Summit Street Elementary
Eileen Ercoli	Souderton	Lower Salford Elementary Indian Valley Jr. High
	North Penn	J. Henry Specht Elementary
Linda Simpson Smith	North Penn	Line Street Elementary Knapp Elementary North Penn Sr. High
Claire Plunkett	North Penn	Hatfield Elementary Kulp Elementary
Denise Wilson	North Penn	West Point Elementary North Wales Elementary Hancock Elementary Pennbrook Jr. High
Miriam Kerr	North Penn	Gwyn-Nor Elementary Penndale Jr. High
Barbara Cobert	North Penn	Montgomery Elementary Oak Park Elementary York Avenue Elementary Pennfield Jr. High
Deborah Heisel	North Penn	Inglewood Elementary General Nash Elementary

Itinerant Teacher	District	School
Deborah Heisel	Methacton	Worcester Elementary
Lellus Blazic	Methacton	Woodland Elementary Arcola Jr. High
Barbara Harvell	Methacton	Arrowhead Elementary Methacton Jr. - Sr. High
Ellen Dildine	Methacton	Audubon Elementary Eagleville Elementary
Kathleen Wertley	Wissahickon	Spring House Elementary Lower Gwynedd Elementary Mattison Avenue Elementary Wissahickon Middle Wissahickon Sr. High
Jane Calhoun	Wissahickon	Stony Creek Elementary Shady Grove Elementary Blue Bell Elementary
Michelle Zeldner		Center for Developmental Education
Shirley Metz		Physically Handicapped School
Diane Maurer		Happy Hill Lynch Home Pottstown I.U. Special Education

TRAINABLE MENTALLY RETARDED

Definition**1****Referral Process****2****Minimal Criteria for Acceptance of Referral to Intermediate Unit****3****Supportive Services****4****Placement Alternatives****5****Integration of Special Education Students into Regular Classes****6****Documents Maintained in District Cumulative Folders****7****Intermediate Unit Staff and School Assignment****8**

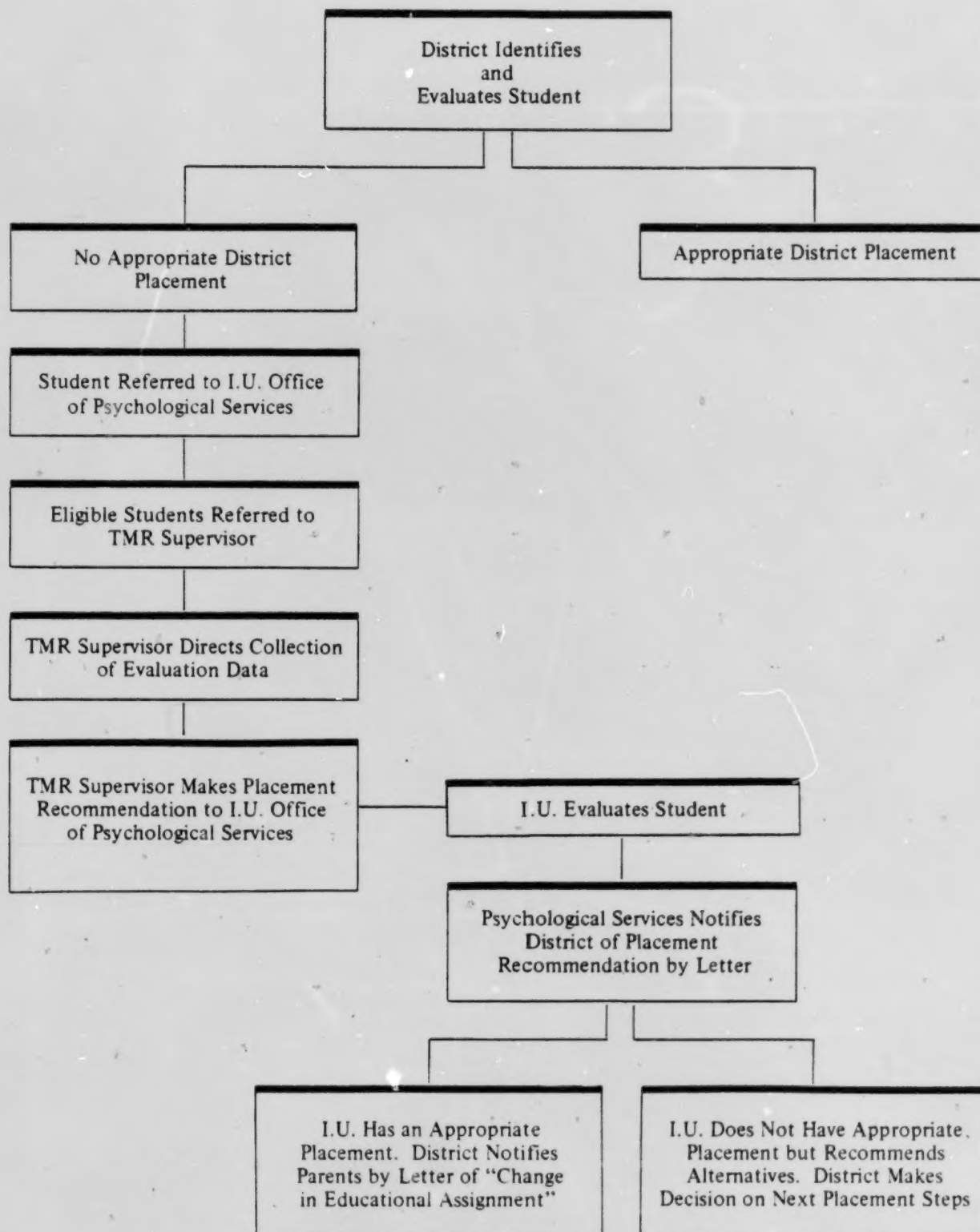
DEFINITION

1

Trainable mentally retarded pupils are severely impaired in their adaptive behavior, and sub-average in intellectual functioning. This impairment originates during the formative years of their lives. Children of school age who have been identified as trainable mentally retarded by a certified public school psychologist, and who may be expected to benefit from programs aimed at developing children's potential to function at a self-care level in the adult world, shall be eligible for placement in programs.

From Pennsylvania Department of Education Standards for Trainable Mentally Retarded - 1972

REFERRAL PROCESS



2

MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT

Supervisor: Mr. Philip Matilsky

Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the school district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. In accordance with Right to Education procedures (as specified in school administrator's memo No. 522), the following reports are required:
 - (a) A psychological evaluation in accordance with the Right to Education Consent Agreement (as described in school administrator's memo 522). Intellectual functioning should be assessed with a major instrument such as the Wechsler Intelligence Scale for Children - Form R, Stanford Binet Intelligence Scale (1972 norms), and/or special instruments such as the Columbia Mental Maturity Scale, Leiter International Intelligence Scale, or Bayley Scales, when necessary.
 - (b) Copy F of the Referral Placement Master with Parts 1, 2, and 3 completed and signed by the district school psychologist.
 - (c) A completed 14 page State evaluation form (in accordance with the Right to Education Consent Agreement).

3. If additional written commentary, psychological reports, or anecdotal records are available, this information should be forwarded to the Intermediate Unit.
4. A letter from the pupil's physician indicating:
 - (a) The nature of the child's disability.
 - (b) That the child is capable of being transported to an Intermediate Unit operated class without undue safety hazard to himself or others.
5. A complete school health record signed by the physician of choice (Form 148 CH-10336 Revised), A Private Physician's Report of Physical Examination of Pupil of School Age.
6. Documentation must be provided indicating that the child has received appropriate immunizations as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.

SUPPORTIVE SERVICES

District

1. Initial psychological

Intermediate Unit

1. Re-evaluation
2. Speech therapy
3. Medical
4. Hearing therapy
5. Vision therapy
6. Social worker
7. Psychiatrists
8. Physical therapist
9. Occupational therapist

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through special self-contained classes.

VOCATIONAL SCHOOLS

Wherever possible, the trainable mentally retarded pupils are included in a modified training program at the area vocational technical school.

PRIVATE SCHOOLS

Referral to a private school is warranted when the results of a comprehensive evaluation indicate the pupil's educational needs are of such a unique character that they cannot be met within any public school program for the trainable mentally retarded. In general, those children considered for referral to private school exhibit the more severe levels of handicap or multiple handicaps.

INSTRUCTION IN THE HOME

Temporary instruction in the home.

HOMEBOUND INSTRUCTION

Long term homebound instruction.

INTEGRATION OF SPECIAL EDUCATION STUDENTS INTO REGULAR CLASSES

When a child has sufficiently progressed in physical skills and educational achievements to warrant consideration for placement in general education classes on a full or part-time basis, the following steps are taken:

1. A comprehensive evaluation is conducted by school district and Intermediate Unit staff as per the "Right to Education" procedures.
2. A conference is held with the building principal to determine an appropriate placement for the student.



DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of Due Process letter to parents.
2. Duplicate of Intake Materials
 - Andecdotal Records
 - Psychological Evaluation
 - Progress Reports
3. Supportive Service Records
4. Health Records
5. *Progress Reports
6. Parent Consent Forms
7. Log Sheet - Access to Records
8. Medical Release for Transportation (except homebound and private license facility)
9. *Referral Placement Master
10. *Psychological Re-evaluation Reports

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisor: Mr. Philip Matilsky

Telephone: 539-8550

Teacher	District	School
Bill Kochenderfer Ruth Rowland Shelia Mazzoli	Perkiomen Valley	Cope Elementary
Dolores Milford Marie Diehl	Methacton	Woodland Elementary
Rita DiJenno Deborah Marinello Sandra Zuchero	Pottstown	Franklin Elementary
Jeannette Maiten Peter Weber	Upper Dublin	Upper Dublin Senior High
Pamela Haigh	Wissahickon	Wissahickon Middle School

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to districts.

VISUALLY IMPAIRED

Definition	1
Referral Process	2
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Itinerant Services)	3
Minimal Criteria for Acceptance of Referral to Intermediate Unit (Self-Contained Classes only)	4
Copy of Intermediate Unit Form for Initial Referral for Vision Services	5
Supportive Services	6
Placement Alternatives	7
Documents Maintained in District Cumulative Folders	8
Intermediate Unit Staff and School Assignment	9

DEFINITION

Visually Impaired

Visually impaired pupils are unable to perform satisfactorily in the classroom without significant modifications in curriculum, instructional materials, equipment, and/or instructional methods because of the type and degree of their visual impairments. Special education for the visually impaired may be offered to partially seeing pupils, to blind pupils or to partially seeing and blind pupils in combination. Special classes and itinerant services may enroll either elementary or secondary pupils, or both.

Visually impaired, multihandicapped pupils are mentally retarded, brain injured, physically handicapped, emotionally disturbed, socially disturbed, hearing impaired, or non-verbal, as well as partially seeing or blind.

Partially Seeing

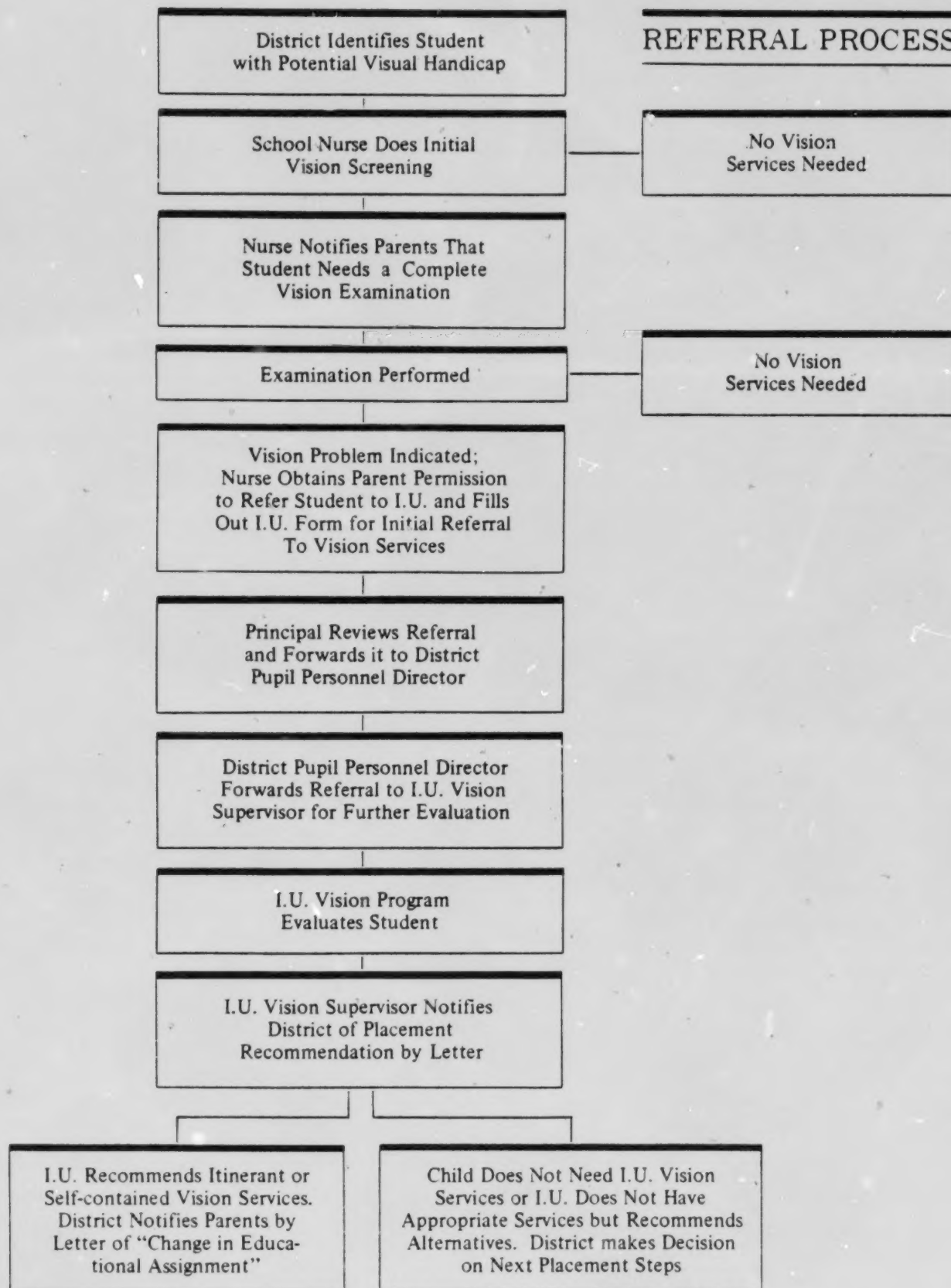
Partially seeing pupil's vision, although impaired, is their primary channel of learning. With considerable adjustments, these students are able to perform the visual tasks required in the usual school situation. Generally, their visual acuity, with correction, is 20/70 or worse, in the better eye.

Blind Pupils

Blind pupils have no vision or little potential for developing vision as a primary channel for learning. Therefore, they must rely upon tactual and auditory senses to obtain information. Generally, their visual acuity, with correction, is 8/200 or worse in the better eye.

From Pennsylvania Education Department Standards for Visually Impaired - 1972

REFERRAL PROCESS



MINIMAL CRITERIA FOR ACCEPTANCE OF REFERRAL TO INTERMEDIATE UNIT (ITINERANT SERVICES)

Supervisor: Mr. Ben Williams

Telephone: 539-8550

1. Documentation by an optometric or ophthalmological evaluation that the student has corrected visual acuity of 20/70 or worse in the better eye, a visual field restricted to 20° or less, or an indication that the student has impaired vision and will require considerable adjustments to perform visual tasks found in the usual school situation.
2. Evidence of psychological evaluation having been performed or referral for evaluation to district, private, or Intermediate Unit psychologist.
3. Written permission from parent, legal guardian, or surrogate parent for referral and further evaluation.

**MINIMAL CRITERIA FOR ACCEPTANCE
OF REFERRAL TO I.U.
(FOR SELF-CONTAINED CLASSES ONLY)**

Supervisor: Mr. Ben Williams

Telephone: 539-8550

1. Letter of referral indicating:
 - (a) An appropriate program is not available for the child within the district.
 - (b) Written permission has been obtained from the parents for referral to the Intermediate Unit.
 - (c) Written permission has been obtained from the parents for further evaluation by Intermediate Unit personnel.
2. An educational assessment (Peabody Individual Achievement Test, Key Math, and Woodcock have been used successfully with visually handicapped children). In cases where exceptionally severe vision losses exist, contact the coordinators of psychological services.
3. Psychological evaluation (non-visual materials must be used). Recommended intelligence testing instruments:
 - (a) WISC-R (verbal).
 - (b) WAIS (verbal).
 - (c) Slosson (Manual provides special directions for administration to blind children).
 - (d) Hayes revision of the Stanford Binet.

4. Ophthalmological or optometric evaluation indicating 20/70 vision or worse in better eye following best possible corrective techniques, or a field restriction of 20° or worse.
5. Evidence of a concomitant disability and verification that this child's vision problem makes it impossible for him to benefit from any placement other than a class for Multiply Handicapped, Visually Impaired Children.
6. Documentation must be provided indicating that the child has received appropriate immunization as required by Pennsylvania state law.
7. Evidence that the referred child has been registered in a local public school district.
8. Completion of Intermediate Unit Form Initial Referral for Vision Services.

The following is a copy of the form that districts should use in referring students to the Intermediate Unit for vision services. Additional copies may be obtained from your pupil personnel director or from the Intermediate Unit Vision Services office.

INITIAL REFERRAL FOR VISION SERVICES

Pupil's Name _____ Date of Birth _____ Age _____

Parent's Name _____ Phone Number _____

Address _____

District _____ School _____

School Address _____ School Phone _____

Principal _____ Teacher _____ Nurse _____

Eye Specialist _____

Address _____ Phone Number _____

Reason for Referral:

Nature and degree of visual impairment (from eye specialist's report) _____

Date of report (attach report if possible) _____

Diagnosis _____ Prognosis _____

Acuity with best correction: R _____ L _____ Both _____

Signature of Person Making Referral

Date of Referral

OFFICE USE ONLY

1. Appears to qualify; continue investigation _____

2. Does not qualify; terminate investigation _____

3. Provide further information, e.g., _____

4. Teacher/Consultant assigned _____

Supervisor _____

Date _____

SUPPORTIVE SERVICES

District Level

1. Psychological Services
2. School Nurse
3. Guidance counselors
4. Speech Therapy
depending on district
of residence

Intermediate Unit Level

1. Psychological Services
2. Physical therapy when
needed
3. Itinerant Hearing Consultant
when necessary
4. Speech Therapy depending
on district of residence

Private

1. Ophthalmological Services
2. Optometric Services

PLACEMENT ALTERNATIVES

LOCAL SCHOOL DISTRICTS

The districts provide for the needs of all the children they are able to accommodate through regular classes, special classes, integrated classrooms, and itinerant teaching staff.

INTERMEDIATE UNIT

Those children for which the district cannot make provisions are referred to the Intermediate Unit for placement in Intermediate Unit operated programs. The Intermediate Unit provides programs for those children through special classes, integrated classrooms, and itinerant services.

PRIVATE SCHOOLS

If existing programs in the Intermediate Unit are inappropriate for the child's needs, the parents are referred by the School District to an appropriate private school.

VOCATIONAL SCHOOLS

To enroll in a vocational/technical high school, a student receiving itinerant services applies through the guidance counselor of his local high school, after consultation with both the itinerant teacher and mobility instructor. This application is then reviewed at both the local high school and regional vocational/technical high school.

DOCUMENTS MAINTAINED IN DISTRICT CUMULATIVE FOLDERS

The following documents are maintained in the child's cumulative folder at the local school district. Those items marked with * may be obtained from the Intermediate Unit by the school district.

1. Copy of Parental Permission form for referral or evaluation
2. For self-contained class, immunization record
3. *Copy of Intermediate Unit referral form
4. Copy of psychological and educational evaluations
5. *Child's ophthalmologic and optometric record
6. Copy of due process letter with parent's signature
7. *Annual reports of vision program
8. *Correspondence with the Intermediate Unit regarding the youngster

1976-77 I.U. STAFF AND SCHOOL ASSIGNMENT

*Supervisor: Mr. Ben Williams

Telephone: 539-8550

Teacher	Itinerant Teacher	District	School
Dave Bryant		North Penn	Penndale Jr. High School
	Harold Hoff	Perkiomen Valley	Cope Elementary Pre-School
		Souderton	Franconia Elementary Indian Crest Jr. High Lower Salford Elementary Salford Hills Elementary Consolidated Elementary High School
		Spring-Ford	Red Hill Elementary
		Upper Perkiomen	
	Mary Kohut	Cheltenham Colonial	High School Highfield Elementary Lafayette Consolidated Elementary Plymouth Elementary Plymouth Jr. High Plymouth-Whitemarsh High Whitemarsh Elementary
		Upper Dublin	T. Fitzwater Elementary
	**Edward Lee	Cheltenham	High School Lynnewood Elementary
		Intermediate Unit	Physically Handicapped School
		North Penn	General F. Nash Elementary
		Pottsgrove	High School Lower Pottsgrove Elementary Ring Rock Elementary
		Pottstown	High School
		Springfield	High School
		Upper Moreland	High School

*In addition to responsibility for I.U. programs, supervisors also provide consultation services to school districts.

**Mobility Instructor

Teacher	Itinerant Teacher	District	School
	Dorothy Levy	Abington	High School North Campus High School South Campus Highland School Huntingdon Jr. High School Roslyn School
		Cheltenham Lower Moreland Private School	Lynnewood Elementary Red Lion Elementary Church of the Open Door
	Lillian Fisch	Hatboro-Horsham Springfield	Keith Valley Middle Erdenheim Elementary High School Hillcrest Middle
		Upper Dublin Upper Moreland	Sandy Run Jr. High School High School Round Meadow Elementary
	Joe Polzer	North Penn	General Nash Elementary High School Inglewood Elementary Line Street Elementary North Wales Elementary Pennbrook Jr. High Specht Elementary West Point Elementary
		Wissahickon	Middle School

Teacher	Itinerant Teacher	District	School
	Dave Semmens	Intermediate Unit	Center for Developmental Education
		Upper Merion	Physically Handicapped School
			Bridgeport Ford St. Elementary
			High School
			Roberts Elementary
			Swedeland Elementary
		Private School	Timothy School
	Marcia Stubanus	Intermediate Unit	Center for Developmental Education
			Physically Handicapped School
		Methacton	Jr. High School
		Norristown	Cole Manor
			Eisenhower Jr. High
			High School
			Paul V. Fly Elementary
			Penn Square Middle
			Rittenhouse Middle
	Barbara Severs	Intermediate Unit	Center for Developmental Education
		Lower Merion	Physically Handicapped School
			Ardmore Jr. High
			Bala Elementary
			Welsh Valley Jr. High
		Methacton	Audubon Elementary
		Norristown	Stewart Middle
		Private School	St. Joseph's
	**Nance Levithan	Colonial	Lafayette Consolidated Elementary
			Whitemarsh Elementary
		Hatboro-Horsham	Keith Valley Middle
		Methacton	Audubon Elementary
		North Penn	High School
			Penndale Jr. High School

**Mobility Instructor

CURRICULUM, INSTRUCTION AND EDUCATIONAL PLANNING SERVICES

PURPOSE

To provide Montgomery County School Districts with assistance in planning staff development programs. In addition, they assist curriculum groups and districts in developing, selecting and evaluating curriculum.

SERVICES

- (a) To work with curriculum groups and districts to evaluate and plan curriculum for basic education.
- (b) To disseminate information about effective curriculum practices, materials and research to educators.
- (c) Work with districts and the Pennsylvania Department of Education in planning student, faculty, and administrator conferences.
- (d) Advise twelve subject area groups such as the Montgomery County Science Teachers in planning their program activities.
- (e) Advise professional associations such as the Montgomery County Principal's Association in planning programs.

HOW TO USE

Assistance may be obtained from the Curriculum, Instruction and Educational Planning Services by writing or calling. The offices are located at 6198 Butler Pike, Blue Bell, PA 19422. Telephone (215) 643-7600.

IN-SERVICE COUNCIL

The purpose of the Inservice Council is to approve competency-based in-service programs for Montgomery County educators. These programs are planned by local educators, use local facilities and are geared toward local needs. Since its inception in 1972 the Council has approved 116 in-service programs ranging from "Contemporary Economic Issues", to "Group Leadership Awareness Training." Completion of course requirements gives credit toward permanent certification, master degree equivalency, and possible district in-service credit.

CURRICULUM COUNCIL

The Curriculum Council reviews curriculum practices, disseminates information, identifies student needs, and assists in the development of sound instructional programs. In the past, the Council has sponsored such programs as: "Instructional Change Strategies," "Community Education," "Programming for Gifted and Talented," and "National Assessment of Educational Programs." It sponsors a Professional Library and Curriculum Resources Collection at Research and Information Services for Education (RISE).

ELIGIBILITY

Any educator, district, or professional group in Montgomery County public and nonpublic schools may request assistance.

STAFF

Assistant Executive Director of Intermediate Unit - Louis A. Krug 643-7600
Curriculum, Educational Planning Specialist - Dr. Donald Wright
Adult Correctional Programs - Lawrence Rees

INSTRUCTIONAL MATERIALS SERVICES (IMS)

PURPOSE

To provide centralized distribution of media services to all public school districts in Montgomery County and to nonpublic schools which subscribe.

SERVICES

- (a) Maintains a collection of 16 mm films, 8 mm film loops, audio cassettes, slides, filmstrips and records that can be borrowed.
- (b) Loans and delivers media materials to all schools in the county.
- (c) Operates in Lansdale an instructional media laboratory in which new instructional materials and equipment are displayed and demonstrated. Any educator may visit the center during the hours of 8:30-4:15 daily.
- (d) A transparency master library is available on loan for all teachers to produce transparencies from the originals.
- (e) 35 mm cameras, filmstrip cameras, super 8 motion picture cameras, Kodak Ektographic Visualmaker, and tripods are available on loan to teachers.
- (f) Provides an equipment repair and maintenance service for such items as: 16 mm projectors, tape recorders, slide projectors and other portable media equipment.
- (g) The Instructional Materials Services presents inservice programs for groups of teachers on how to effectively incorporate the media into a teaching-learning process.
- (h) Materials are available to Districts to conduct their own Minicourses on such topics as: "Effective Questioning" and "Higher Cognitive Questioning".
- (i) Instructional Materials Services will advise educators on the purchase of media equipment.

HOW TO USE

A catalog of the holdings and information on how to use the services of this department may be obtained by calling or writing the Instructional Materials Center. Any educator in a participating district may borrow films, transparencies, audio cassettes, slides, etc., by filling out a Library Materials Request form and giving it to the Instructional Materials Services Van when it stops at your school. Requests for photographic equipment must be made directly by phone to Instructional Materials Services. Requests for repair of equipment are made by filling out a Technical Services Request form, attaching it to the equipment, and sending it to the center.

ELIGIBILITY

Every professional staff member in a participating district or school may order materials by filing monthly requests with the Instructional Materials Services. The Instructional Materials Services is located at 400 Penn Street, Lansdale, PA 19446.

STAFF

Assistant Executive Director of Intermediate Unit – Louis A. Krug, 643-7600
Director Instructional Materials Services – Nicholas A. George, 368-6360

FEDERAL PROJECTS

Knowledgeable Action to Restore our Environment (KARE)

1

National Learning Resource Center of Pennsylvania (NLRC/P)

2

Pennsylvania Resources and Information Center for Special Education (P.R.I.S.E.)

3

Title VI Preschool Services

4

Regional Resources Center of Eastern Pennsylvania for Special Education (R.R.C.)

5

Research and Information Services for Education (R.I.S.E.)

6

KNOWLEDGEABLE ACTION TO RESTORE OUR ENVIRONMENT (KARE)

PURPOSE

To help strengthen environmental and energy curricula in school districts in Montgomery County, grades K-12.

SERVICES

- 1) Maintains a resource center in Blue Bell which contains materials on environmental studies and energy education. The center has a full-time resource specialist to assist. The hours of the center are 8:30 - 4:15 daily.
- 2) Disseminates project produced curriculum guides and 16 mm color/sound films on environmental and energy studies.
- 3) Provides consultant services to any school or district in Montgomery County that wishes their environmental and energy program evaluated. Recommendations for upgrading, assistance in designing curriculum, in-service training of personnel and written evaluation of a particular location and how it could be used in an environmental studies program are offered.
- 4) Operates Local Action Program in Energy, Economics, and the Environment in districts that have been selected as project sites.
- 5) Conducts three-day training workshops in environmental studies in districts throughout the state that have received a grant from the Elementary and Secondary Education Act Title IV C (ESEA).

HOW TO USE

For information on obtaining the services of project call, write, or visit the project at 6198 Butler Pike, Blue Bell, PA 19422. Telephone (215) 643-7600.

ELIGIBILITY

Any educator in public and nonpublic schools in Montgomery County is eligible for services.

STAFF

Director	Matthew Hickey
Assistant Director	Allan D. Sexton
Environmental Education Specialist	Randolph R. Tully
Administrative Assistant	Janet A. Hyland
Resources Specialist	Sybil Adams

NATIONAL LEARNING RESOURCE CENTER OF PENNSYLVANIA (NLRC/P)

2

PURPOSE

The National Learning Resource Center of Pennsylvania is one of 13 national centers sponsored by the Bureau for the Education of the Handicapped (BEH) to promote effective assessment and programming procedures throughout the Commonwealth. Its principal role is to provide consultative and training services in response to Intermediate Unit requests for planning, programming, and evaluation procedures related to diagnostic-prescriptive instructional programming.

SERVICES

- 1) The center provides in-service programs on three general topics:
 - a) how to appraise students
 - b) how to develop and implement educational programs for the exceptional child
 - c) special education legislation
- 2) Consultative services are provided for individual special educators who have particular problems with the educational program of a student or groups of students.
- 3) The center provides technical assistance to educators by means of various publications such as, Introduction to Individualized Education Plans in Pennsylvania; parent booklets, etc.
- 4) Evaluation services consist of aiding a district or Intermediate Unit in analyzing the results from pre and post testing of a group of exceptional children.

HOW TO USE

Educators who work with exceptional children may obtain the services of the center by contacting their local Intermediate Unit. The center is located at 443 South Gulph Road, King of Prussia, PA 19406. Telephone - (215) 265-3706

ELIGIBILITY

Service recipients are administrators, special program coordinators, psychologists, teachers, and master itinerant teachers working with exceptional children.

STAFF

Dr. James B. Duffey
Director
(215) 265-3706 Ext. 7

Mrs. Toba Shapiro
Information Specialist
(215) 265-3706 Ext. 15

Mrs. Camilla Grigsby
Urban Coordinator
(215) 265-3706 Ext. 6

Mr. Tony Biacchi
Evaluation Specialist
(215) 265-3706 Ext. 8

Mrs. Lynn Porterfield
Program Development Specialist
(412) 443-7856

Mr. Alex Andreas
Program Advisor
(412) 443-7856

Mrs. Constance Burton
Resource Specialist
(215) 265-3706 Ext. 2

Mrs. Hinda Miller
Suburban Coordinator
(215) 265-3706 Ext. 4

Mr. Daniel Duffey
Central Region Coordinator
(717) 545-5552

Ms. Betty Lynn Yoh
Assistant Central Unit Coordinator
(717) 545-5552

Mr. Ronald Brown
Western Region Coordinator
(412) 443-7856

Mrs. Lois Love
Program Advisor
(412) 443-7856

Mrs. Evelyn Richardson
Resource Specialist
(215) 265-3706 Ext. 11

PENNSYLVANIA RESOURCES
AND INFORMATION CENTER
FOR SPECIAL EDUCATION
(P.R.I.S.E.)

PURPOSE

To provide any special educator in the state of Pennsylvania with printed information about special education.

SERVICES

- 1) Maintains a comprehensive collection of print resources about special education such as journals on special education.
- 2) Maintains a retrieval system for responding to specific requests for information on a particular aspect of special education.
- 3) Provides workshops at the center for interested individuals or groups on how to use various retrieval systems such as, ERIC, Exceptional Child Abstracts, and other indexes.
- 4) Provides literature searches on specific special education issues.
- 5) Provides information packages on a particular subject.
- 6) Answers "ready reference requests" - these are questions that are usually called in and require only a quick, short reply such as who publishes the what or how much does such and such book cost.

HOW TO USE

The services of PRISE can be obtained by writing, calling, or visiting the center.

ELIGIBILITY

The services are available to all special educators in Pennsylvania working in approved programs for the handicapped. To obtain services call, write, or visit the center at 1013 West Ninth Avenue, King of Prussia, PA 19406. Telephone - (215) 265-7321.

TITLE VI PRESCHOOL SERVICES

PURPOSE

- 1) To create public awareness of existing programs and services for preschool handicapped children.
- 2) To locate and identify preschool handicapped children from ages birth to five years old.
- 3) To provide instructional programs for preschool handicapped children.
- 4) To provide supportive (e.g. occupational therapy, physical therapy) services to handicapped preschool children in the classroom.
- 5) To develop and maintain a monitoring system of all supportive services and educational programming provided to each handicapped preschool child.

SERVICES

- 1) Preschool children suspected to be handicapped receive, free of charge, speech, language, vision, hearing, pediatric, and psychological evaluations. Neurological and psychiatric evaluations are available, if needed.
- 2) Conferences are arranged with parents to discuss the results of evaluations.
- 3) When evaluations indicate the need, children are provided with instructional programs.
- 4) If the project is unable to provide required services, children are referred to appropriate community agencies.
- 5) Programs are provided that allow parents the opportunity to interact with the parents of other preschool handicapped children.
- 6) A speech and language program entitled "Development in the preschool years" is available free of charge to interested parents.
- 7) The Preschool program will only forward records to agencies after receiving written parent or guardian permission.

HOW TO USE

A parent or guardian desiring service from the preschool program must directly call or write the Montgomery County Intermediate Unit, Special Education Center, 1605-B West Main Street, Norristown, PA 19401. Telephone (215) 539-8550 Ext. 262.

ELIGIBILITY

Any preschool child, ages birth to five years, who is a resident of Montgomery County and is handicapped, or thought to be, is eligible.

STAFF

Project Director	Dr. Robert H. Leiss
Psychologist	Mrs. Ann Kauffman
Case Manager	Mr. David Shiery
Information Manager	Ms. Bonnie E. Carr
Speech Pathologist	Miss Laurie Frassinelli
Teachers	Mrs. Ann Walls
	Mrs. Martha Brong
	Mrs. Kathy Bacchus
	Miss Pat Warliga

REGIONAL RESOURCES CENTER OF EASTERN PENNSYLVANIA FOR SPECIAL EDUCATION (R.R.C.)

PURPOSE

To provide special educators and allied personnel in Eastern Pennsylvania the opportunity to review, borrow, and evaluate special education materials.

SERVICES

- 1) The center maintains a collection of instructional materials that can be examined and borrowed.
- 2) The center collects materials related to special education, such as movies, curriculum packets, research reports, publishers' catalogs, and special reference books.
- 3) Center staff will give workshops to groups of 15 or more on how to evaluate curriculum materials or on what curriculum materials are available on a particular subject (e.g. math, reading) in special education.
- 4) Distributes, on request, to any eligible special educator three types of material:
 - a) Fact Sheets - a 10 page highlight of new materials or media on a particular subject.
 - b) Information exchange - abstracts of pertinent special education research.
 - c) Resources - topical newsletter relating to pertinent issues in media and curriculum materials.

HOW TO USE

Any eligible special educator may call, write, or come in to use facilities and services. Call for information on workshops.

ELIGIBILITY

The services of the center are available to special educators in state approved private and public school programs in the eastern region of Pennsylvania (Intermediate Units 16-23). The center is located at 1013 West Ninth Avenue, King of Prussia, PA 19406. Telephone - (215) 265-7321.

RESEARCH AND INFORMATION SERVICES FOR EDUCATION (R.I.S.E.)

PURPOSE

To provide any public school educator within the Commonwealth of Pennsylvania with printed information from national retrieval centers, state departments of education, and Commonwealth school districts.

SERVICES

- 1) Prepares and disseminates extensive reports on specific topics at the request of individuals or groups of educators.
- 2) Provides educators with information or answers to short questions that require only a quick reply.
- 3) Provides in-service training to educators on how to use education retrieval resources such as Education Resources Information Center (ERIC).
- 4) Trains teams of educators from other states that are creating research and information centers within their own state.
- 5) Maintains a computer and manual information retrieval system such as Education Resources Information Center (ERIC).
- 6) Disseminates to educators information about innovative library programs within the Commonwealth.
- 7) Disseminates information about national innovative programs that have been deemed exemplary by federal and state boards of review.
- 8) Disseminates selected curriculum materials for educators to review and evaluate.

HOW TO USE

A public educator interested in using the services of the center should contact their Intermediate Unit; except educators in Montgomery County who can contact the center directly.

ELIGIBILITY

Any Pennsylvania educator in a K-12 public school program in regular or special education may use the services. Nonpublic educators need to check with their local Intermediate Unit to determine their eligibility. The center is located at 198 Allendale Road, King of Prussia, PA 19406. Telephone - (215) 265-6056.

STAFF

Project Director	Richard B. Brickley
Assistant Project Director	Carolyn V. Trohoski
Librarian	June Katucki
Information Specialist	Emma Peterson
Executive Assistant	Laila A. Krauss

DUE PROCESS

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INTRODUCTION



In keeping with the PARC decision, the rights of exceptional children have become a major concern to all educators. As a result of this landmark decision, procedures for due process have been developed and adopted by the Pennsylvania Department of Education. This section of the handbook addresses this issue by outlining a step-by-step procedure to follow for insuring due process and by including copies of the forms for "School District-Initiated Due Process" and "Parent-Initiated Due Process".

PROCEDURE TO INSURE DUE PROCESS

Steps	Parents	District	Intermediate Unit
Identification	Requests enrollment in Special Education Program	School district identifies student with suspected handicap	
Referral Form Review		Building principal reviews forms and sends them to district psychologist	
Parent consent to evaluation		District psychologist explains to parents: (1) tests to be administered (2) reasons for testing (3) right for review of tests (4) right to receive copies of tests	
Evaluation	Parents give consent to test	District psychologist conducts comprehensive psychological evaluation, including information from parents and necessary experts to determine a student's condition.	
Change in student's educational status		(1) If a special education placement is indicated, district notifies parents or guardians of change in "educational status" by due process letter sent certified mail. (Return Receipt Requested, Addressee Only). The certified letter shall contain: a) description of proposed change; specification of applicable statute or regulation and full statement of reasons, tests, reports	

Steps	Parents	District	Intermediate Unit
Change in student's educational status (continued)		b) alternative educational placement other than that proposed (see Child Assignment section) c) information about parents' right to contest proposed action at a full formal hearing before Secretary of Education or designee d) procedures for parents' requesting a conference or full formal hearing e) proposed plan for the child's education and training (see IPP for specifics)	
Development of Individual Prescriptive Programs	Parents participate in the development of individual prescriptive programs	Prepares Individual Prescriptive Program (IPP) to state: (1) present levels of educational performance (2) annual goals, including short-term instructional objectives (3) extent to which student will be able to participate in regular education programs (4) specific supportive services to be provided to student (5) appropriate objective criteria and evaluation procedures and schedules for determining whether instructional objectives are being met (6) statement of "no charge" to parents (7) that student is (is not) multi-handicapped	

Steps	Parents	District	Intermediate Unit
Assignment of Child's Educational Program		Placement recommendation is made from following list (list is in order of priority): (1) regular class (2) regular class in a regular school with supporting services (3) a school district special education program in a regular school (4) a school district special education program in a special facility (5) an Intermediate Unit program in a regular school (6) an Intermediate Unit program in a special facility (7) an approved private school program (8) a state school program (9) an approved out-of-state program (10) an Intermediate Unit program of instruction in the home (11) Other (specify) _____ _____ _____	

Steps	Parents	District	Intermediate Unit
Student Placement	Accept/reject change in educational status	Provides educational program If program cannot be implemented in the local district, then the child is referred to the Intermediate Unit and the Individual Prescriptive Program and evaluations are forwarded to the Intermediate Unit	Student referred to Intermediate Unit for placement. If program cannot be implemented by the Intermediate Unit, the school district is notified
Program Placement Conference	(1) Parents may request a Program Placement Conference and stipulate the following: a) attendance of district psychologist, counselors, teachers and other appropriate personnel b) availability of all records on student c) parent representation by legal counsel and/or attendance of another party at hearing d) complete evaluation of student by district or Intermediate Unit prior to conference e) outside evaluation at own expense if not satisfied with school evaluation	If district requests a Parent Conference, the following steps must be taken: (1) information pertaining to conference (documenting reasons, test results, etc.) including recommended changes, other placement alternatives available, will be sent to parent by certified mail, (Return Receipt Requested, Addressee Only) (2) Chief school administrator or designee chairs parent conference (3) Conference includes guidance counselor, evaluator(s), personnel director, parent, current teacher, and evaluator that did testing for parent	

Steps	Parents	District	Intermediate Unit
Program Placement Conference (continued)	(2) Parents may indicate, in writing, satisfaction with recommendation and waive due process hearing or dissatisfaction with recommendation, and request in writing a due process hearing		
Parent Initiated Due Process	(1) Parents may at any time initiate due process proceedings (2) They must submit <u>written evidence</u> to the district that they believe their child: a) is not appropriately classified as an exceptional person b) is exceptional but classified as non-exceptional c) is non-exceptional but classified as exceptional	Using pink forms, district must reply to parents that: (1) Program placement conference will be scheduled within 10 days of receipt of parent's request (2) Evidence supporting school's assignment is available to parents or their representative	

Steps	Parents	District	Due Process Hearing Officer
Due Process Hearing	(1) Request due process hearing by writing to Department of Education via school district (2) May request hearing open or closed to the public (3) May have reasonable access to all records of district and/or Intermediate Unit prior to hearing (4) May introduce evidence in support of own contentions (5) May be represented by any person including legal counsel (6) May compel attendance and questioning of any witness, official, employer, or agent of district, Intermediate Unit, or Department of Education, who may have evidence (7) May present medical, psychological, or educational testimony (8) May request annual evaluation of child's educational assignment (9) May request due process hearing in evening hours	(1) Shall schedule formal hearing not less than 15 or more than 30 days from the date of request for a hearing (2) Schedule hearing at a location and time convenient for the parents (3) Provides parents with copies of evidence at time hearing notice is given (4) Introduce evidence supporting recommended changes in educational assignment (5) Records formal hearing and makes copy available to parent and parent's representative (6) May discard record after three (3) years (7) May request an interim change in writing from the State Director of Special Education (8) Must notify parent of any interim change in educational assignment	(1) A hearing officer, not of parent's school district or Intermediate Unit, is assigned by Secretary of Education (2) Decision of the hearing officer shall be based solely on the evidence presented at the hearing (3) Within twenty (20) days of hearing, hearing officer renders a decision in writing accompanied by written findings of fact and conclusions of law (4) Copy of decision will be sent by registered mail to parent or guardian and their representatives (5) In extraordinary circumstances, State Director of Special Education may approve an interim change in educational assignments (6) Hearing must be scheduled as soon as possible after change is made

INSTRUCTIONS ON USE OF DUE PROCESS FORMS

Form for - School District-Initiated Due Process for Handicapped, School-Aged Persons Other Than The Mentally Retarded (Blue Sheets)

To maintain consistency, reproduce these forms on blue paper.

Pages 1, 2, 3, 4 and 5 of this form will be completed by the responsible school official and issued to the parent/guardian in these cases:

- (1) Initial recommendation for educational placement.
- (2) A re-evaluation of the educational assignment (every two years, or yearly, upon request).
- (3) Change in educational assignment.

Pages 6 and 7 will be completed by the responsible school official and issued to the parent/guardian following the program placement conference.

3

Form for - Parent-Initiated Due Process for Handicapped, School-Aged Persons Other Than The Mentally Retarded (Pink Sheets)

To maintain consistency, reproduce these forms on pink paper.

Pages 1 and 2 of this form will be completed by the responsible school official and issued to the parent/guardian pursuant to their submission of written evidence that the student is:

- (1) Appropriately classified as an exceptional person.
- (2) An exceptional person classified as nonexceptional.
- (3) A nonexceptional person classified as exceptional and receiving less than an appropriate program of education and/or training.

Pages 3, 4, 5 and 6 will be completed by the responsible school official and issued to the parent/guardian following the program placement conference.

Date _____

 (Name and address of parent/guardian)

Dear _____

This is your official notice of the recommended educational assignment of _____

 (Name of student and present educational status)

Before we can make this assignment, you may question the recommendation at a Program Placement Conference. Following this conference, you may request a Hearing.

If you wish to request the Program Placement Conference, return the bottom of this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you at a conference. If you wish to change the decision you made at a conference and/or request a Program Placement Conference, notify the school official within 5 days.

If you do not return this form within the given time, you waive the right to a Program Placement Conference and to a Hearing for one year.

 (Local school district and responsible official)

- [] I approve the recommended educational assignment. I do not desire a PROGRAM PLACEMENT CONFERENCE and I waive the right to a HEARING at this time.
- [] I do not wish to indicate approval at this time. I am requesting a PROGRAM PLACEMENT CONFERENCE in order to obtain more information on which to base my decision.

Date _____

Signature of Person/Parent or Guardian _____

Date _____

Signature of Parent or Guardian _____

(school district or intermediate unit and the recommending official)

is recommending the following educational assignment for your child:

- ☐ 1. Regular Class (24 Purdon's Statutes § 5-501)
 - ☐ 2. Regular Class in a regular school with supporting services
(24 Purdon's Statutes § 13-1372(2))
 - ☐ 3. A school district special education program in a regular school
(24 Purdon's Statutes § 13-1372(3))
 - ☐ 4. A school district special education program in a special facility
(24 Purdon's Statutes § 13-1372(3))
 - ☐ 5. An intermediate unit program in a regular school
(24 Purdon's Statutes § 13-1372(4))
 - ☐ 6. An intermediate unit program in a special facility
(24 Purdon's Statutes § 13-1372(4))
 - ☐ 7. An approved private school program (24 Purdon's Statutes § 13-1376)
 - ☐ 8. A state school program (24 Purdon's Statutes § 13-1372(5))
 - ☐ 9. An approved out-of-state program (24 Purdon's Statutes § 13-1372(5))
 - ☐ 10. An intermediate unit program of instruction in the home
(24 Purdon's Statutes § 13-1372(3))
 - ☐ 11. Other. Specify _____
-

The educational assignments 1 – 11 above which are not checked indicate programs which may be available but are not being recommended at this time.

Educational assignments 2 – 10 above are listed in priority order for handicapped school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

BEFORE THE RECOMMENDATION CAN BE IMPLEMENTED, you have the right to question the recommendation at a **PROGRAM PLACEMENT CONFERENCE**, chaired by the chief school administrator or designee. Following the **PROGRAM PLACEMENT CONFERENCE**, you have the right to request a **HEARING** before a designee of the Secretary of Education.

As this notice explains, you have the right to obtain an independent evaluation of your child and the right to be represented by any person of your choice, including legal counsel. You have the right to examine your child's school records, and you may request a copy of the complete evaluation done by the school district or intermediate unit.

Following is a description of the placement and program:

This recommendation is being made for the following reasons.
(Include a narrative of the reasons, test scores, other documentations, etc. State why other placements were not chosen.)

I. PROGRAM PLACEMENT CONFERENCE

1. The PROGRAM PLACEMENT CONFERENCE will be held within 10 days of the date the school received your request.
2. You may request from the school district/intermediate unit a copy of the complete evaluation of your child. Such evaluation will be completed prior to the PROGRAM PLACEMENT CONFERENCE.
3. Prior to the PROGRAM PLACEMENT CONFERENCE, you may have an outside evaluation, at your own expense.
4. You have the right to examine your child's school records, including any test results or reports upon which the recommendations may be based.
5. The chief school administrator or designee shall chair the conference.
6. The PROGRAM PLACEMENT CONFERENCE shall include, but not be limited to: the guidance counselor, the evaluator(s), the student, the parent/guardian and, if indicated or appropriate, the evaluator(s) who performed the testing for the parent.
7. You may be represented by any person of your choice, including legal counsel.
8. At the PROGRAM PLACEMENT CONFERENCE, every attempt shall be made to reach an agreement on an appropriate placement and program.

FOLLOWING THE PROGRAM PLACEMENT CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

II. HEARING

1. The HEARING will be held not sooner than 15 days nor later than 30 days of the date your request was received by the Department of Education.
2. The HEARING will be held in your local school district or intermediate unit and in the evening if you wish.
3. It will be an oral, personal HEARING, and it will be public unless you specifically request a closed HEARING.
4. You have the right to examine your child's school records, and you shall be given reasonable access to all school district or intermediate unit records concerning your child, including any test results or reports upon which the recommendation may be based.
5. You may be represented by any person of your choice, including legal counsel.
6. You may have an outside evaluation completed at your own expense.
7. You have the right to present evidence, including expert medical, psychological and educational testimony.
8. You have the right to compel the attendance of any school official, employee or agent of a school district, an intermediate unit or the Department of Education who may have evidence upon which the recommendation may be based; and to confront and cross examine him/her.
9. A transcript of the HEARING will be made and will be available to you at the school district or intermediate unit office.

10. The decision of the designee of the Secretary of Education will be based solely on the evidence presented at the HEARING.

11. The decision will be made within 20 days of the HEARING. It will be in writing, shall contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.

12. No change will be made in your child's educational assignment until a decision has been rendered by the designee of the Secretary of Education.

13. You may appeal the decision to the Secretary of Education.

If you wish to be represented by a lawyer but are unable to afford one, free legal services may be available to you from:

 _____ Phone _____

You may be eligible for services provided by Mental Health and Mental Retardation. The local Base Service Unit is:

 _____ Phone _____

The following agencies may help you obtain an outside evaluation of your child:
 (Appropriate list of agencies to be provided by each intermediate unit)

 Signature of school district superintendent

CONFERENCE RESPONSE FORM

Please fill in the bottom of this page and return it to the appropriate school official.

1. If you approve the recommended educational assignment, indicate your approval of the placement and program.
2. If you do not approve the recommended educational assignment, indicate your disapproval of the placement and program and request a HEARING.
3. If you do not make a decision at the PROGRAM PLACEMENT CONFERENCE or if you wish to change your decision, you must notify the appropriate school official in 5 days in order to request a HEARING.
4. If revisions are made in the recommended educational assignment as a result of the PROGRAM PLACEMENT CONFERENCE, you will receive a notice which contains such revisions.
5. You must send your request to the appropriate school official in 5 days of your receipt of the notice in order to request a HEARING. If you do not respond in the given time, it will indicate you approve the recommended educational assignment and you waive the right to a HEARING for one year.

-
- [] I approve the educational assignment as described at the PROGRAM PLACEMENT CONFERENCE and do not desire a HEARING at this time.
- [] I do not approve the educational assignment as described at the PROGRAM PLACEMENT CONFERENCE and I desire a HEARING before a designee of the Secretary of Education as outlined in the notice.

If you desire an evening hearing, please check here [].

Date

Signature of Person/Parent or Guardian

Date

Signature of Parent or Guardian

DOCUMENTATION
PROGRAM PLACEMENT CONFERENCE

A PROGRAM PLACEMENT CONFERENCE, as outlined in the official notice, has been held concerning _____

The following persons were present at the PROGRAM PLACEMENT CONFERENCE:

Summary of tests or reports upon which educational recommendations were based.
Summary of educational recommendations (program description):

Date

Signature of Chief School Administrator or Designee

copy to parent
copy to child's record

OPEN OR CLOSED HEARINGS

You have the right to decide whether your child's hearing will be open to the public or closed and private.

If the hearing is closed and private, then only you, your child (if appropriate), your representative, school officials, witnesses and the hearing officer will be present. When a hearing decision is made, it will not be released in an identifiable form except to you and to those persons who must implement it.

If the hearing is open to the public, anybody may attend it. When a hearing decision is made, it will be released with your child's name on it and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public, beyond the extent to which they appear in the decision.

PLEASE CHECK ONE AND SIGN

- ☐ I wish my child's hearing to be open to the public.
- ☐ I wish my child's hearing to be closed and private.

Date

Signature of Person/Parent or Guardian

Date

Signature of Parent or Guardian

NOTE: Unless you indicate otherwise and sign this form, the hearing will be a closed hearing.

PINK FORM
(sample)

TO: _____

(name and address of parent or guardian)

FROM: _____

This notice confirms that you are requesting a conference concerning

(name of student)

(educational assignment)

You have submitted written evidence to support the contention that your child is:

- ☐ 1. appropriately classified as an exceptional person
- ☐ 2. an exceptional person classified as non-exceptional
- ☐ 3. a non-exceptional person classified as exceptional

and is receiving less than an appropriate program of education and/or training.

The school district has prepared evidence to support the appropriateness of this assignment. This evidence is available to you or your representative.

These procedures will be followed:

1. The PROGRAM PLACEMENT CONFERENCE will be held within 10 days of the date the school received your request.
2. You may request from the school district/intermediate unit a copy of the complete evaluation of your child. Such evaluation will be completed prior to the PROGRAM PLACEMENT CONFERENCE.
3. Prior to the PROGRAM PLACEMENT CONFERENCE you may have an outside evaluation, at your own expense.
4. You have the right to examine your child's school records, including any tests or reports upon which the recommendations may be based.
5. The chief school administrator or designee shall chair the conference.
6. The PROGRAM PLACEMENT CONFERENCE shall include, but not be limited to: the guidance counselor, the evaluator(s), the student, the parent/guardian and, if indicated or appropriate, the evaluator(s) who performed the testing for the parent.
7. You may be represented by any person of your choice, including legal counsel.
8. At the PROGRAM PLACEMENT CONFERENCE, every attempt shall be made to reach an agreement on an appropriate placement and program.

(school district or intermediate unit and the recommending official)

is recommending the following educational assignment for your child.

- [] 1. Regular Class (24 Purdon's Statutes § 5-501)
 - [] 2. Regular Class in a regular school with supporting services
(24 Purdon's Statutes § 13-1372(2))
 - [] 3. A school district special education program in a regular school
(24 Purdon's Statutes § 13-1372(3))
 - [] 4. A school district special education program in a special facility
(24 Purdon's Statutes § 13-1372(3))
 - [] 5. An intermediate unit program in a regular school
(24 Purdon's Statutes § 13-1372(4))
 - [] 6. An intermediate unit program in a special facility
(24 Purdon's Statutes § 13-1372(4))
 - [] 7. An approved private school program (24 Purdon's Statutes § 13-1376)
 - [] 8. A state school program (24 Purdon's Statutes § 13-1372(5))
 - [] 9. An approved out-of-state program (24 Purdon's Statutes § 13-1372(5))
 - [] 10. An intermediate unit program of instruction in the home
(24 Purdon's Statutes § 13-1372(3))
 - [] 11. Other. Specify _____
-

The educational assignments 1 - 11 above which are not checked indicate programs which may be available but are not being recommended at this time.

Educational assignments 2 - 10 above are listed in priority order for handicapped, school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

BEFORE THE RECOMMENDATION CAN BE IMPLEMENTED, you have the right to question the recommendation at a PROGRAM PLACEMENT CONFERENCE, chaired by the chief school administrator or designee. Following the PROGRAM PLACEMENT CONFERENCE, you have the right to request a HEARING before a designee of the Secretary of Education.

As this notice explains, you have the right to obtain an independent evaluation of your child and the right to be represented by any person of your choice, including legal counsel. You have the right to examine your child's school records, and you may request a copy of the complete evaluation done by the school district or intermediate unit.

Following is a description of the placement and program:

This recommendation is being made for the following reasons.
(Include a narrative of the reasons, test scores, other documentations, etc. State why other placements were not chosen.)

FOLLOWING THE PROGRAM PLACEMENT CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

1. The HEARING will be held not sooner than 15 days nor later than 30 days of the date your request was received by the Department of Education.
2. The HEARING will be held in your local school district or intermediate unit and in the evening if you wish.
3. It will be an oral, personal HEARING, and it will be public unless you specifically request a closed HEARING.
4. You have the right to examine your child's school records, and you shall be given reasonable access to all school district or intermediate unit records concerning your child, including any test results or reports upon which the recommendation may be based.
5. You may be represented by any person of your choice, including legal counsel.
6. You may have an outside evaluation completed at your own expense.
7. You have the right to present evidence, including expert medical, psychological and educational testimony.
8. You have the right to compel the attendance of any school official, employee or agent of a school district, an intermediate unit or the Department of Education who may have evidence upon which the recommendation may be based; and to confront and cross examine him/her.
9. A transcript of the HEARING will be made and will be available to you at the school district or intermediate unit office.
10. The decision of the designee of the Secretary of Education will be based solely on the evidence presented at the HEARING.
11. The decision will be made within 20 days of the HEARING. It will be in writing, shall contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.
12. No change will be made in your child's educational assignment until a decision has been rendered by the designee of the Secretary of Education.
13. You may appeal the decision to the Secretary of Education.

Date

Signature of school district superintendent

CONFERENCE RESPONSE FORM

Please fill in the bottom of this page and return it to the appropriate school official.

1. If you approve the recommended educational assignment, indicate your approval of the placement and program.
2. If you do not approve the recommended educational assignment, indicate your disapproval of the placement and program and request a HEARING.
3. If you do not make a decision at the PROGRAM PLACEMENT CONFERENCE of if you wish to change your decision, you must notify the appropriate school official in 5 days in order to request a HEARING.
4. If revisions are made in the recommended educational assignment as a result of the PROGRAM PLACEMENT CONFERENCE, you will receive a notice which contains such revisions.
5. You must send your request to the appropriate school official within 5 days of your receipt of the notice in order to request a HEARING. If you do not respond in the given time, it will indicate you approve the recommended educational assignment and you waive the right to a HEARING for one year.

-
- [] I approve the educational assignment as described at the PROGRAM PLACEMENT CONFERENCE and do not desire a HEARING at this time.
- [] I do not approve the educational assignment as described at the PROGRAM PLACEMENT CONFERENCE and I desire a HEARING before a designee of the Secretary of Education as outlined in the notice.

If you desire an evening hearing, please check here [].

Date

Signature of Person/Parent or Guardian

Date

Signature of Parent or Guardian

DOCUMENTATION
PROGRAM PLACEMENT CONFERENCE

A PROGRAM PLACEMENT CONFERENCE, as outlined in the official notice, has been held concerning _____

The following persons were present at the PROGRAM PLACEMENT CONFERENCE:

Summary of tests or reports upon which educational recommendations were based. Summary of educational recommendations (program description).

Date

Signature of Chief School Administrator or Designee

copy to parent
copy to child's record

OPEN OR CLOSED HEARINGS

You have the right to decide whether your child's hearing will be open to the public or closed and private.

If the hearing is closed and private, then only you, your child (if appropriate), your representative, school officials, witnesses and the hearing officer will be present. When a hearing decision is made, it will not be released in an identifiable form except to you and to those persons who must implement it.

If the hearing is open to the public, anybody may attend it. When a hearing decision is made, it will be released with your child's name on it and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public, beyond the extent to which they appear in the decision.

PLEASE CHECK ONE AND SIGN

☐ I wish my child's hearing to be open to the public.

☐ I wish my child's hearing to be closed and private.

Date

Signature of Person/Parent or Guardian

Date

Signature of Parent or Guardian

NOTE: Unless you indicate otherwise and sign this form, the hearing will be a closed hearing.

GUIDELINES FOR DISCIPLINARY ACTIONS AGAINST RETARDED STUDENTS*

A disciplinary problem with a mentally retarded child's behavior may be so immediate or severe as to require immediate action. Thus, in those cases which warrant immediate action, and after the approval of the State Director of Special Education, an interim change in the educational assignment, of a mentally retarded child, in the form of suspension, expulsion, or other placement, may be made so long as there is a due process hearing as promptly as possible after that interim change.

Exclusions from School (Suspensions and Expulsions)

- (a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school.
- (b) Exclusion from school may be effected by temporary suspension, full suspension, or expulsion.
 - (1) "Temporary Suspension" shall mean exclusion from school for an offense for a period of up to three school days, by the principal, without a hearing, in accordance with policies of the board of school directors.
 - (2) "Full Suspension" shall mean exclusion from school for an offense for a period of up to ten school days, after an informal hearing before the principal is offered to the student and the student's parents, in accordance with policies established by the board of school directors.
 - (3) "Expulsion" shall mean exclusion from school for an offense for a period exceeding ten school days, and may be permanent expulsion from the school rolls.
- (c) No student may receive a temporary suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. All full suspensions require a prior informal hearing, and all expulsions require a prior formal hearing, in accordance with the procedures on Hearings.
- (d) The maximum period a student may be suspended for an offense shall not exceed ten school days. A temporary suspension may be followed by a full suspension for the same offense, provided that the ten school days limitation is not exceeded. Temporary or full suspensions may not be cumulated or made to run consecutively beyond this ten school day limitation.

*Basic Educational Circular# 199 - October 3, 1974

- (e) During the period prior to the temporary suspension, the full suspension or the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his or her normal class.
- (f) Students shall be permitted to make up exams and work missed while being disciplined by temporary or full suspension, within guidelines established by the board of school directors.
- (g) If, when expulsion proceedings are initiated, it is determined, after an informal hearing, that a student's presence in his or her normal class would constitute a threat to the health, safety, morals or welfare of others, and it is not possible to hold a formal hearing within the period of a full suspension, the student may be excluded from school for more than ten days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.
- (h) Students who are less than seventeen years of age are still subject to the compulsory school attendance law even though expelled, and must attend school. The responsibility for placing the student in school rests initially with the student's parents or guardian. However, if the student is unable to attend another public school, cannot afford to attend or is unable to be accepted at a private school, the student's school district has the responsibility to make some provision for the child's education, either through instruction in the home or by readmitting the child. If none of these alternatives is acceptable, the school district must take action in accordance with the provisions of the Juvenile Act of 1972 to ensure that the child will receive a proper education.

Hearings

- (a) Education is a fundamental right and, students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.
- (b) A formal hearing may be held before the board of school directors or a duly authorized committee of the board, preferably composed of no fewer than three members of the school board. The hearing committee's decision is advisory to the school board where expulsion is recommended. A majority vote of the entire school board is required to expel a student.

- (c) At the formal hearing, the following due process requirements are to be observed:
 - (1) Notification of the charges in writing, sent to the parents or guardian by certified mail, and to the student.
 - (2) Sufficient notice of the time and place of the hearing.
 - (3) The right to an impartial tribunal.
 - (4) The right to be represented by counsel.
 - (5) The right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (6) The right to demand that any such witnesses appear in person and answer questions or be cross-examined.
 - (7) The student's right to testify and produce witnesses on his own behalf.
 - (8) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
 - (9) The proceeding must be held with all reasonable speed.
- (d) If requested by the student or the student's parents, the hearing shall be held in private.
- (e) Where the student is dissatisfied with the results of the hearing, recourse can be had to the appropriate state court. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.
- (f) The purpose of the informal hearings is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended, to demonstrate that there is a case of mistaken identity or to show that there is some compelling reason why the student should not be suspended. The informal hearing also encourages the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.
- (g) At the informal hearing, the following due process requirements are to be observed:
 - (1) Notification of the reasons for the suspension in writing, given to the parents or guardian and to the student.
 - (2) Sufficient notice of the time and place of the informal hearing.
 - (3) The right to cross-examine any witnesses.
 - (4) The student's right to speak and produce witnesses on his own behalf.

RIGHT TO EDUCATION

Extracted From Basic Education Circular 71-75
Aug. 1, 1975

§13.71. Right to Education

Pursuant to the order issued in *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*, 334 F. Supp. 1257 (E.D. Pa. 1971), the Secretary, the Board, the School Districts, the Intermediate Units shall cease and desist from applying §1304, 1318, 1326, 1330(2), 1371(1), 1372(3), 1375, and 1376 of the Public School Code of 1949 (24 P.S. §13-1304, 13-1318, 13-1326, 13-1330(2), 13-1371(1), 13-1372(3), 13-1375 and 13-1376, except as follows:

- (1) Section 1304 (14 P.S. §13-1304) means only that a school district may refuse to accept into or retain in the lowest grade of the regular primary school or the lowest regular primary class above the kindergarten level, any child who has attained the mental age of five years. Any child whose admission to regular primary school or to the lowest regular primary class above kindergarten is postponed, or who is not retained in such school or class, is entitled to immediate placement in a free public program of education and training pursuant to sections 1371 - 1382 (24 P. S. §13-1371 - 13-1382), which provide alternative programs of education and training for exceptional children.
- (2) Section 1318 (24 P.S. §13-1318) means only that the suspension of a mentally retarded child under the same circumstances as a typical child might amount to punishment for a ramification of the very disability which a public school program of education is attempting to remedy. To avoid such a result, it shall first be concluded that a suspension or expulsion pursuant to section 1318 (24 P.S. §13-1318) is a change in educational assignment which would, except as provided in this section, require notice and a due process hearing.
- (3) Acknowledging, however, that a disciplinary problem with a mentally retarded child may be so immediate or severe as to require summary action, the parties in *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*, 334 F. Supp. 1257 (E.D. Pa., 1971) agreed to Amended Stipulation 3(V). Thus, in those cases which warrant immediate action, and after the approval of the State Director of Special Education, an interim change in the educational assignment, of a mentally retarded child, in the form of suspension, expulsion, or other placement, may be made so long as there is a due process hearing as promptly as possible after that interim change.

- (4) Section 1326 (24 P.S. §13-1326) means only that the parents of a child have a compulsory duty, while the child is between eight and 17 years of age, to assure that child's attendance in a free public program of education and training. Furthermore, if a parent does not discharge the duty of compulsory attendance with regard to any mentally retarded child between eight and 17 years of age, then the Department shall take those steps necessary to compel the child's attendance pursuant to section 1327 (24 P.S. §13-1327) and any compulsory attendance regulations.
- (5) However, section 1326(24 P.S. § 13-1326) does not limit the ages between which a child must be granted access to such a program. Section 1301 of the Public School Code of 1949 (24 P.S. §13-1301) requires that the Commonwealth provide a free public education to all children six to 21 years of age. Thus, no school district or intermediate unit may deny access to a free program of public education to any mentally retarded child age six through 21 years whose parents elect to enroll that child in such a program.
- (6) Section 1330(2) (24 P.S. §13-1330(2)) means only that when a parent elects to voluntarily withdraw a child from public school attendance, that parent may be excused from liability under the compulsory attendance provision of §1326 (24 P.S. §13-1326) when that parent acquires the following:
 - (i) The approval of the local school board.
 - (ii) The approval of the Secretary.
 - (iii) A finding by an approved clinic or public school psychologist or psychological examiner, that the child is unable to profit from further public school attendance.
- (7) Section 1371(1), (24 P.S. §13-1371(1)) means children aged six to 21. This phrase also means all mentally retarded children who have reached the age less than six at which pre-school programs are made available to other children either by the Department through any of its instrumentalities, such as local school districts or intermediate units, or by the Department of Public Welfare, through any of its instrumentalities. This construction should insure that preschool programs are equally available in Pennsylvania to mentally retarded and typical children, less than six years of age.

- (8) Section 1372(3) (24 P.S. §13-1372(3)) means that homebound instruction is one of the options available to a school district where placement in a regular public school class is not possible. For a given mentally retarded child homebound instruction may be the only appropriate method for providing the free public program of education and training to which that child is entitled, even though this is the least preferable type of educational program. Such instruction shall involve education and training for at least five hours a week. Pupils assigned to Homebound Instruction shall be re-evaluated not less than every three months with notice and opportunity for a hearing as set forth in §13.61 of this Title, (relating to notice and opportunity for a due process hearing).
- (9) Section 1375 (14 P.S. §13-1375) means that insofar as the Department of Public Welfare will "arrange for the care, training, and supervision" of a child certified to it, the Department of Public Welfare will provide a program of education and training appropriate to the individual capacities of that child. This section further means that when it is found, on the recommendation of a public school psychologist and upon the approval of the local board of school directors and the Secretary, as reviewed in the due process hearing contemplated by the Court's Order of June 18, 1971, that a mentally retarded child would benefit more from placement in a program of education and training administered by the Department of Public Welfare than from any program of education and training administered by the Department, the child should be certified to the Department of Public Welfare for the timely placement in a program of education and training.
- (10) Section 1376 (24 P.S. §13-1376) means the term "brain damage" as used in this section and as further defined in the Board of Education's "Criteria for Approval of Reimbursement" includes thereunder all mentally retarded persons. Accordingly, there should now be available to them tuition for day school and tuition maintenance for residential school up to the maximum sum available for day school or residential school, whichever provides the program of education and training more appropriate to the mentally retarded child's learning capacities.

CONFIDENTIALITY

This section of the handbook pertains to the Intermediate Unit policy on confidentiality of student records, the procedure for securing Intermediate Unit records, and the manner in which the Intermediate Unit secures district records.

Publications Containing Intermediate Unit Policy:

The specific details of the Intermediate Unit policy on Confidentiality are contained in these three documents:

1. "Principles for Collection, Maintenance and Dissemination of Pupil Records", (Green Book) approved by Intermediate Unit Board 8-22-75; PDE 9-15-75.
2. "Operational Guidelines: Department of Pupil Records" (Yellow Book).
3. "Amendments" - approved by Intermediate Unit Board 7-28-76; PDE 8-16-76.

General Procedures for Securing Records:

1. Since there is a free flow of information between the Intermediate Unit and districts, parent permission is not required when requesting Category A (e.g. name, address, age of student) or Category B (e.g. scores of standardized, intelligence, or aptitude tests) information from each other.
2. For the Intermediate Unit or district to release Category C documents, (e.g. psychiatric reports, social worker reports, etc.) it is necessary to have written parental permission.
3. All requests for records must be specific and not of a blanket nature, that is, a request of "please send all available records" will not be honored. Therefore, requests should specify the documents desired (e.g., psychological reports, educational reports, etc.).

Guidelines and Procedures Followed When District Requests Documents from the Intermediate Unit:

1. The District requesting the document must have the responsibility for the student.
2. A responsible official of the district must make the request on official stationery.
3. If the Intermediate Unit originated the document, it will be sent to the district.
4. If an outside agency (e.g., private school) originated the document, only the name and date of the person who wrote the document will be forwarded. It will be the district's responsibility to obtain the complete document from the original source.
5. Whenever the Intermediate Unit releases a document to a district or to any other agency, the Intermediate Unit will notify the parent or guardian that the document has been sent.

Procedure Followed When the Intermediate Unit Requests Documents from a District:

1. When a student enters an Intermediate Unit operated program, the Intermediate Unit will request, on letterhead stationery, copies of specific documents from the district.
2. In no case should the original or cumulative folder be given or forwarded to an Intermediate Unit representative. Only copies should be transferred to the Intermediate Unit; the district should retain the original of all documents.

GLOSSARY

ACCOMMODATION

The adjustment of the eye for seeing at different distances, accomplished by changing the shape of the crystalline lens through action of the ciliary muscle, thus focusing a clear image on the retina.

ACTING OUT

A process whereby a child actively expresses his basic impulse in an inappropriate manner. Acting out is usually associated with aggressive behaviors and may include fighting, verbal defiance and/or tantrums.

ADAPTIVE BEHAVIOR

The way an individual meets the standards of his age and cultural group in personal independence and social responsibility.

ADVANCE PLACEMENT

Placing a child in college level courses while he or she is a senior in high school.

ASTIGMATISM

Refractive error which prevents the light rays from coming to a single focus on the retina because of different degrees of refraction in the various meridians of the eye.

ATAXIA

Defective muscular coordination, sometimes due to lesions in the cerebellum, pons, or medulla oblongata.

ATHETOID

Child with uncontrolled and continuously unwanted movements.

BI

Brain Injured

BEHAVIORAL MODIFICATION

The planned, systematic arrangement of consequences to a given response, designed to change the subject's response in some desired direction.

BINOCULAR VISION

The ability to use the two eyes simultaneously to focus on the same object and to fuse the two images into a single image which gives a correct interpretation of its solidity and its position in space.

GLOSSARY

BIOLOGICAL SYNDROME

The pattern of a number of symptoms occurring together in a disease or condition.

BLINDNESS

In the United States, the legal definition of blindness is as follows: central visual acuity of 20/200 or less in the better eye after correction; or visual acuity of more than 20/200 if there is a field deficit in which the widest diameter of the visual field subtends an angle distance no greater than 20 degrees. Some states include up to 30 degrees.

BORDERLINE INTELLIGENCE

The intelligence of those individuals just above the level of the educable mentally handicapped.

BRAILLE

A tactual method of reading and writing employed by the blind. It consists of a series of cells, each cell consisting of six (6) raised dots arranged so :

CENTRAL VISUAL ACUITY

Ability of the eye to perceive the shape of objects in the direct line of vision.

CEREBRAL PALSY

A disorder of movement and coordination caused by cerebral defect or injury; it is nonprogressive, and occurs in infancy and childhood.

CHEMOTHERAPY

The use of medications to improve the emotional functioning of children who suffer from emotional illness, or to improve their goal directed behavior, attention and concentration.

CHILD PSYCHIATRIST

A medical doctor who specializes in the study, evaluation and treatment of mental, emotional and/or behavioral disorders. His or her education is obtained through graduation from an approved medical school followed by a year of internship, three years of adult psychiatric residency and two years of child psychiatric residency.

COGNITIVE SKILLS

To process information effectively by observing, inferring, collecting data, comparing, classifying, hypothesizing, seeing relationships, evaluating, thinking convergently, and solving problems.

CONGENITAL

Existing from birth.

GLOSSARY

CONVERGENT THINKING

The ability to suit or synthesize information from a variety of sources to come to a conclusion.

CORE CURRICULUM

Learning materials that are central or the foundation of the instructional program.

CRETINISM (INFANTILE)

A result of thyroid deficiency, includes arrested physical and mental development, skin thick and dry, and mental retardation.

CRITERION REFERENCE MANAGEMENT SYSTEM

The subject matter is divided into small units and each student is expected to progress from the first unit to the last. The student receives both a pre and post test. The pre-test tells where, within a given unit, a student's needs are strongest and instruction is needed. In post-testing, a certain score is required in order to prove mastery of the unit; failure to achieve a certain score indicates the student needs more work while a success means a student progresses to next unit.

DEPTH PERCEPTION

The ability to perceive the solidity of objects and their relative position in space.

DEVELOPMENTAL DISABILITY

A physical, mental, emotional, or communication disorder or impairment that originates prenatally or in the early years, and can be expected to continue indefinitely.

DIAGNOSTIC AND PRESCRIPTIVE TEACHING

A process whereby a child's emotional and academic needs are assessed, specific goals and measurable objectives are formulated, instruction is given, and progress toward goals is continually evaluated.

DIPLEGIA

Refers to the distribution of disability, in which the lower extremities are more affected than the uppers. The uppers, however, are still involved, but more mildly so.

DOWN'S SYNDROME (MONGOLISM)

A syndrome in which the majority are trisomic for chromosome number 21. Clinical manifestations include epicanthal folds, flat nose, large tongue, and usually trainable level of mental retardation.

GLOSSARY

DULL NORMAL

Individuals near the lower end of the average range of intellectual ability. I.Q.'s usually considered to range from 80 - 90.

EARLY ADMITTANCE

Placing a child in kindergarten a year prior to normal admittance.

ED

Emotionally Disturbed

EMR

Educable Mentally Retarded

ENRICHMENT

Providing differentiated educational opportunities that will broaden a child's horizon into many new areas.

F.C. (Finger Count)

A method of reporting vision too low to read the Snellen Chart; the examiner records the number of inches at which fingers can be counted, for example: F.C. @ 8".

GROUP THERAPY

A strategy employed by therapists to assist children to work together on their difficulties through social interaction.

H.M. (Hand Movement)

A method of reporting vision too low to read the Snellen Chart and too low to count fingers; the examiner moves his hand at a relatively close distance from the eyes and records this distance if movement is discernible, for example: H.M. @ 2'.

HEAD CONTROL

Ability to control the position of the head.

HEMIPLEGIA

Refers to the distribution of disability, in which the involvement is confined to one side of the body, including limbs, head and trunk.

HYPERACTIVITY

Excessive movement for an individual of a given age in a given setting, and above normal use of energy.

GLOSSARY

HYPERKINESIS

Constant or excessive movement and motor activity.

IN-SCHOOL SUSPENSION

A situation in which a child's behavior warrants disciplinary action. It is felt that the child's best interests are served by containing him in the building, but not allowing him to engage in his regular classes or social activities. This strategy also serves to keep the child from avoiding school responsibilities by obtaining out-of-school suspension which may be an unsupervised situation.

INTEGRATED SPECIAL CLASSROOM

A classroom where special education students receive academic and emotional support to assist them in meeting expectations in the regular classroom which they attend part of the school day.

INTEGRATION

An educational technique used to return a child from special education to regular education in successive steps. The steps include: spending part of, most of, and all of their school day in regular classes.

ITINERANT TEACHER

Specially trained educational personnel who provide supportive assistance to children. This support may include curriculum planning, individual instruction and/or follow-up once the child leaves the Special Education program.

ITINERANT VISION CONSULTANT

A specially trained teacher who travels between schools providing individual instruction to visually impaired students who attend regular classes.

IU

Intermediate Unit

KARE

Knowledgeable Action to Restore our Environment

LD

Learning Disabilities

LIGHT PERCEPTION (L.P.)

Ability to distinguish light from dark.

GLOSSARY

MENINGITIS

An inflammation of the membranes of brain or spinal cord sometimes affecting hearing, vision and/or intelligence.

MENTAL RETARDATION

Subaverage intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period.

MICROCEPHALY

A condition in which an individual has a small head resulting from hypoplasia of the cerebrum and associated with moderate to profound mental retardation.

MUSCULAR DYSTROPHY

A hereditary disease, marked by progressive shrinking and wasting of skeletal muscle with no apparent lesion of the spinal cord, the symptoms usually manifesting themselves in early childhood or adolescence.

MYELOMENINGOCELE

Spina Bifida with protrusion of both the spinal cord and its membranes.

MITER

Montco Inservice Training and Educational Resources

NLRC/P

National Learning Resource Center of Pennsylvania

OPHTHALMOLOGIST

A physician, an M.D. who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses.

OPTICIAN

One who grinds lenses, fits them into frames, and adjusts the frames to the wearer.

OPTOMETRIST

A licensed, nonmedical practitioner, who measures refractive errors - that is, irregularities in the size or shape of the eyeball or surface of the cornea - and eye muscle disturbances. In his treatment the optometrist uses glasses, prisms, and exercise only.

GLOSSARY

ORIENTATION AND MOBILITY

An ongoing process designed to give the visually impaired individual the competencies which enable the individual to achieve safe, efficient and graceful movement through his environment.

PARAPLEGIA

Paralysis of the legs and lower part of the body, caused by spinal injury, ataxia, brain lesions, and other factors.

PARTIALLY SEEING CHILD

For educational purposes, a partially seeing child is one who has a visual acuity of 20/70 or less in the better eye after the best possible correction, and who can use vision as his chief channel of learning.

PASSIVE-AGGRESSIVE

A maladaptive behavior by which a child is acting in a self defeating manner. More specifically, the child fails to conform to, or produce, what is expected of him. This is a manifestation of the child's internal anger of which he may not be aware.

PERIPHERAL VISION

Ability to perceive the presence, motion or color of objects outside of the direct line of vision.

PH

Physically Handicapped

PRISE

Pennsylvania Research and Information Center for Special Education

PROSTHESIS

An artificial substitute for a missing eye (or other missing part of the body).

PROXIMAL

Refers to the joints or other parts of the body which are closer to the trunk.

PSYCHOLOGIST (CLINICAL)

An individual who specializes in evaluation, study and treatment of mental, emotional and/or behavioral disorders. His education is obtained through a graduate school or university culminating in a Master's or Doctorate degree in psychology.

GLOSSARY

PSYCHOMETRICS

The measurement and evaluation of intelligence and other aspects of behavior.

PSYCHOTIC BEHAVIOR

Loss of contact with the real world resulting in bizarre behavior and poor, or no, personal relationships.

QUADRIPLEGIA

Refers to the distribution of disability, in which the child is totally affected, including all four extremities, head, and trunk.

REFLEX

A response of a part or parts of the body which always occurs in a stereotyped manner to the appropriate inducing agent.

REFRACTION

Determination of refractive errors of the eye and correction by glasses.

RISE

Research and Information Services for Education

RRC

Regional Resources Center of Eastern Pennsylvania for Special Education

RUBELLA (GERMAN MEASLES)

A mild viral infection that, when it occurs during the first trimester of pregnancy, may lead to damage of the fetus, including mental retardation and a variety of other defects.

S/PMR

Severely and Profoundly Mentally Retarded

SICKLE CELL ANEMIA

A recessively inherited trait primarily affecting blacks that causes the normal red blood cell to take a sickle shape. It can produce mental retardation through occlusion of blood vessels in the brain.

SNELLEN CHART

Used for testing central visual acuity. It consists of lines of letters, numbers, or symbols in graded sizes drawn to Snellen measurements. Each side is labelled with the distance at which it can be read by the normal eye. Most often used for testing vision at distance of 20 feet.

GLOSSARY

SCHOOL SOCIAL WORKER

An individual who, by experience and training, is expert in counseling with families of and in providing feedback and support to the teachers of children.

SPASTICITY

The state of increase of tension in a muscle.

SUPERVISOR OF SPECIAL EDUCATION

An individual who has a minimum of a Master's degree and five years of experience in special education and who holds a supervisor of special education certificate for the State of Pennsylvania. This person is responsible for placement and programming of children and rating of teachers.

SUPINE

Refers to the back-lying position.

TONE

The state of tension in the body musculature which indicates its readiness to perform its function of movement and/or postural control. Normal tone is high enough to provide stability, while at the same time it is low enough to permit movement.

TUNNEL VISION (GUN-BARREL, TUBULAR)

Contraction of the visual field to such an extent that only a small area of central visual acuity remains, thus giving the affected individual the impression of looking through a tunnel.

VISUAL DISABILITY

Indicates a limitation of an individual's potential to perform certain visual tasks, i.e., reading and writing (refers to the abilities of an individual).

VISUAL HANDICAPPED

Indicates the disadvantage an individual actually experiences due to his visual impairment, a visual disability (refers to expected performance).

VISUAL IMPAIRMENT

Indicates a limitation of one or more of the basic functions of vision (refers to the organs of vision).